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ABSTRACT

A project was conducted to develop seven instructional modules, including related media, designed to help local vocational directors improve their management skills. The format and terminology used was consistent with that included in the preservice graduate administrative program at Colorado State University. Each module consists of an overview, behavioral objectives, procedural instructions, an instructional information sheet, a slide type series, and a video tape. The module titles include the following: (1) Elements of Motivation, (2) Human Relations, (3) Classroom Observation and Supervision, (4) Curriculum Management: A Systems Approach, (5) Communication Systems and Techniques, (6) Professional Staff Management and Development, and (7) Leadership Styles and Development. (Major contents of this report consist of the written portions of each of the seven modules.) (JH)

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FINAL REPORT

State ID No. 4371
CSU Project No. 31-1974-0322

Sub-Contract with Colorado State Board
for Community Colleges and Occupational Education
Through USOE, Region VIII, HEW

THE PREPARATION AND UTILIZATION OF INSTRUCTIONAL PACKAGES AND MEDIA FOR LOCAL DIRECTORS OF VOCATIONAL EDUCATION

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and
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The research reported herein was performed pursuant to a sub-contract with the Colorado State Board for Community Colleges and Occupational Education under the Educational Professions Development Act, Section 553 - Part F from the Office of Education, Region VIII, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Point of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Region VIII
Office of Education
Bureau of Research

September, 1977

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ACKNOWLEDGEMENTS

It is appropriate to acknowledge the efforts of many persons whose assistance, cooperation, and special efforts contributed greatly to the success of this project. Special credits and recognition are due to: Dr. Curtis E. Phillips, Project Research Associate, Department of Vocational Education, Colorado State University; and Mr. James E. Holloway, State Fellowship Recipient, Department of Vocational Education, Colorado State University for their timely suggestions and encouragements in the planning and implementation of the project.

Special thanks is extended to our Consulting Committee Members identified in Appendix A who shared their expertise with the Co-Directors in the planning and implementation of this project.

In addition, special recognition is given to Ms. Connie Mondragon, secretary, for her attention to details in the conduct of this project and assistance with the final report.

Ivan E. Valentine
Project Co-Director

Milton E. Larson
Project Co-Director

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REPORT SUMMARY

GRANT NUMBER:	State ID No. 4371 CSU Project No. 31-1974-0322
TITLE:	The Preparation and Utilization of Instructional Packages and Media for Local Directors of Vocational Education
PROJECT CO-DIRECTORS:	Dr. Ivan E. Valentine Department of Vocational Education Colorado State University Fort Collins, CO 80523
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RESEARCH ASSOCIATE:	Dr. Curtis E. Phillips Department of Vocational Education Colorado State University Fort Collins, CO 80523

The purpose of this project was to develop seven instructional modules including related media designed to help vocational directors improve their management skills. The format and terminology used was consistent with that included in the pre-service-graduate-administrative program at Colorado State University.

The media and written materials were developed as a coordinated package, and a specially designed container was developed which holds all materials for each module. A complete set will be given to each of the four regional planners at the State Board for Community Colleges and Occupational Education. This will make these in-service modules readily available to the local directors throughout the State of Colorado.

INTRODUCTION

The local vocational directors in the community colleges and in the public school districts of Colorado must be constantly concerned with improving their management skills. In fact, the success in implementing position changes in vocational education will depend upon the management ability of the local director.

Many local directors are in a position of leadership with minimal preparation in administration and supervision. Geographical distances and natural land barriers present major problems in designing a program to provide in-service education throughout the state. The local directors' association, SBCCOE professional staff, and the university teacher educators all cooperated in identifying the competencies required of local directors in performing their assigned tasks. It was determined that one-viable-approach to in-service education for the local directors was the development of packaged modules which are easily distributed to the directors throughout the State. This approach can be used on an individualized basis or in small groups. Each module consists of a concise overview, specific objectives, simple procedural instructions, an instructional information sheet, slide tape series, and a video tape. An individual can complete each module in approximately two hours.

This project was designed to help individuals who have identified specific professional development needs as well as a means for the regional planners to help local directors improve management skills which they have recognized as areas needing improvement.

The specific goals of the project were:

1. Adapt existing vocational administrative materials and courses to a programmed materials format
2. Prepare video tape, slide-cassettes, and information sheets that will facilitate learning of the programmed materials
3. Prepare suitable activity guides for use by the local directors responsible for vocational education
4. Field test and implement this series of modules for vocational administrators.

SCOPE OF WORK

The project was conducted in the following phases:

Phase I -- Organization

1. Develop a financial plan
2. Develop a personnel plan
3. Selection and establishment of a consulting committee
4. Review current literature to enhance the development of the modules
5. Coordination with the identified agencies

Phase II -- Content Development

1. Review of current course outlines and materials, and delineation of additional needs that can be served by these modules
2. Preparation of outlines
3. Identification of the "key" concept requiring visual and voice treatment
4. Formulation of implementation design for curricula
5. Initial contact for development of the elements of media

Phase III -- Module Development

1. Development of format for written materials
2. Development of behavioral objectives for each module
3. Prepare media materials
4. Review completed materials

Phase IV -- Packaging of Materials

1. Packaging of written materials and media
2. Review completed packages

Phase V -- Final Report

1. Preparation of final report
2. Presentation of final report.

GENERAL PROCEDURES

The initial phase of the project involved the development of organizational plans. A consulting committee representing the following was organized (See Appendix A for a detailed listing):

1. State Staff
2. Local Vocational Directors
3. Superintendents
4. Teachers
5. Project Staff.

This committee provided periodic input and advice during the operation of the project. They identified the seven modules which were developed.

A basic format for the modules was accepted. It consisted of written self-instructional materials along with a video tape and a slide tape for each module.

The video tapes and slide tape sets were primarily designed to support the written materials. However, they can also be used to supplement regular classroom activities in the regular administrative classes for vocational educators.

The narrator for the modules was a professional from the CSU Educational Media Center. On occasion others were asked to participate. The State Director of SBCCOE was a speaker, a superintendent delivered a speech, and several graduate students developed conference situations for video taping.

Each module was reviewed by the project staff and appropriate revisions were made in both the written materials and the media.

As a result of this project, the following modules were developed:

Module 1 -- Elements of Motivation
Module 2 -- Human Relations
Module 3 -- Classroom Observation and Supervision
Module 4 -- Curriculum Management -- A Systems Approach
Module 5 -- Communications Systems and Techniques
Module 6 -- Professional Staff Management and Development
Module 7 -- Leadership Styles and Development.

Copies of the completed modules are provided in Appendix B.

CONCLUSIONS AND RECOMMENDATIONS

The results of reviewing these modules have indicated that the materials developed can be effective in helping new administrators master basic management skills. It is, therefore, recommended that the modules be used as an integral part of the preparation of new administrators.

This project has resulted in the development of materials of particular use to new administrators. However, experienced vocational directors are also continually in need of in-service training to improve their management skills. It is, therefore, recommended that these modules be distributed by the State Regional Planners as needed to local directors.

Finally, while the modules were developed with particular goals in mind, users should feel free to explore new applications that result in the improvement of the instructional process.

APPENDICES

APPENDIX A

Consulting Committee

CONSULTING COMMITTEE

State Coordinating Committee

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Project Assistant

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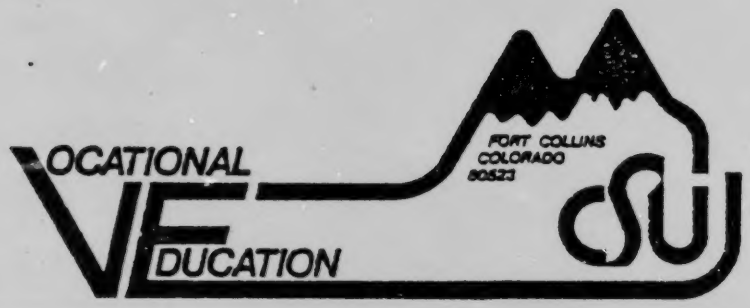
APPENDIX B

Modules



MODULE 1

ELEMENTS OF MOTIVATION

PROFESSIONAL DEVELOPMENT FOR VOCATIONAL ADMINISTRATORS

MODULE 1 -- ELEMENTS OF MOTIVATION

Purpose:

This module provides an introduction to management's responsibility for motivating employees.

Rationale:

One responsibility of a vocational administrator is to provide leadership in motivating employees to achieve the goals of the institution. The four motivating processes, the Motivator-Hygiene Factor Theory, and the basic understanding of the principles of motivation will enable you to improve the operation of your vocational programs.

Module Objective:

Upon satisfactory completion of this module, you will be able to effectively and efficiently motivate vocational personnel.

Specific Objectives:

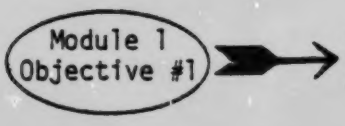
In order to satisfactorily complete this module, you must be able to:

1. Develop a basic understanding as to how motivation affects the behavior of an individual
2. Develop an understanding of the manager's responsibility for motivating employees
3. Develop the ability to use the general processes of motivating employees
4. Develop an operational knowledge of the Motivator-Hygiene Factor Theory of employee motivation
5. Develop an understanding of the reasons why people are not enthusiastic
6. Develop an operational understanding of how motivation affects people's accomplishments
7. Develop the ability to stimulate motivation among your staff.

MATERIALS AND EQUIPMENT NEEDED:

1. Module 1
2. Video recorder and monitor
3. Cassette recorder
4. Slide projector and screen
5. References as listed

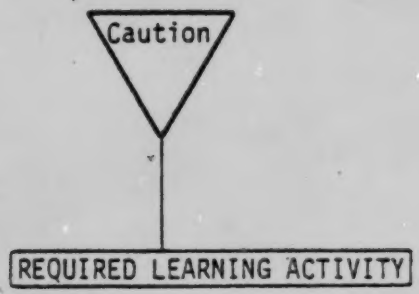
STUDENT LEARNING ACTIVITIES



Develop a basic understanding as to how motivation affects the behavior of an individual.

Introductory Information:

A vocational administrator must have a basic understanding of an individual, his personality, and his behavior to effectively establish motivational techniques which stimulate change. The following instructional sheet is a minute review of the individual and motivation.



1. Read Information Sheet #1A.

PROCEED

INFORMATION SHEET #1A

Elements of Motivation

INTRODUCTION

Human behavior is complex and harder to explain and understand because of the fact that behavior of individuals is influenced by the behavior of others. The vast majority of behavior occurs in a social setting and to some degree is influenced by social relations with other individuals. Behavior occurs in direct interpersonal interactions; therefore, any useful explanation of individual behavior must recognize the effect of these ever present social influences.

To understand and to be able to apply motivating techniques, one must first understand why individuals behave as they do.

THE INDIVIDUAL

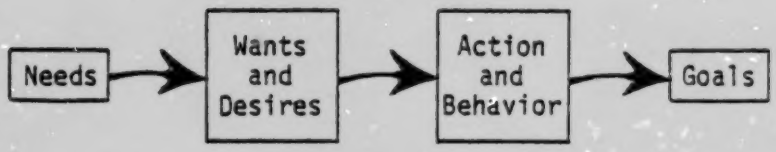
Personality is a key concept in the description and understanding of human beings. Individuals in large part are characterized by their personalities. In the broad sense, personality is the ultimate source of human behavior.

MOTIVATION AND BEHAVIOR

The terms motivation and behavior are closely related. Most human behavior occurs as a result of motivation. Human beings do not merely behave, neither do they behave randomly or by chance. There are specific reasons for their acts of behavior. They behave in given situations because they are motivated to do so. Motivation and behavior are not synonymous. Motivation is only one and probably the most important class of determinants of behavior. Behavior also is influenced by biological, social, cultural, and situational determinants. For the purpose of this module, we will class all voluntary behavior as motivated.

HUMAN BEHAVIOR MODEL

A simple behavior model is illustrated below to explain what motivation is and how it is related to behavior.



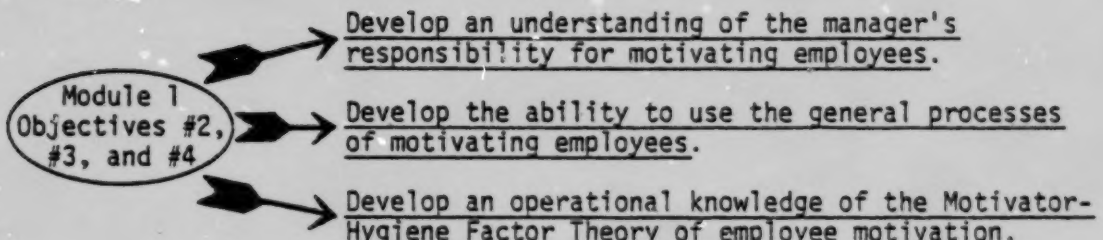
Motivation refers to a stimulated state of the individual. It is an inner state which causes individuals to exhibit behavior toward goals. The stimulated state occurs because people have needs which they seek to satisfy. These needs are expressed in wants and desires. The wants and desires of individuals cause them to engage in behavior and to do certain things and/or not do certain things which are designed to attain goals which satisfy their wants, desires, and needs. It is motivation, therefore, which causes and directs behavior.

SUMMARY

An understanding of human behavior must start with one's self. All individuals have personalities which contain wants, needs, and desires. Their personalities are the ultimate source of their motivations and behaviors.

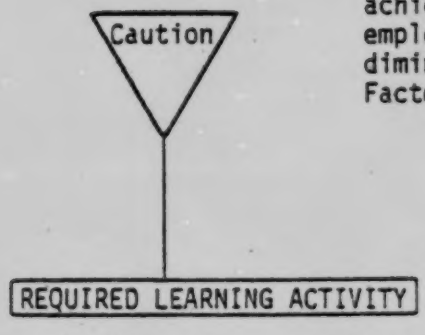
The most important general source of need satisfying goals for most individuals in today's society is the social institution of work. With this basic understanding, you will better be able to develop managerial skills to motivate employees of your institution. Remember this concept as you study the slide-tape series and the video tape on Elements of Motivation.

STUDENT LEARNING ACTIVITIES

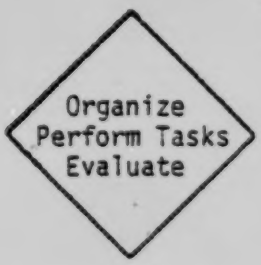

Module 1 Objectives #2, #3, and #4
Develop an understanding of the manager's responsibility for motivating employees.
Develop the ability to use the general processes of motivating employees.
Develop an operational knowledge of the Motivator-Hygiene Factor Theory of employee motivation.

Introductory Information:

The practice of management involves motivating employees to perform coordinated activities necessary to accomplish institutional goals. To achieve this, institutional and employee objectives must be aligned. Through the understanding of the process of motivating, a manager will be able to help an employee fulfill his personal needs to achieve institutional objectives. To improve employee satisfaction and motivation as well as diminish dissatisfaction, the Motivator-Hygiene Factor Theory will be demonstrated.



1. View slide tape package #ST1A.



STUDENT LEARNING ACTIVITIES

START

Module 1 Objectives #5, #6, and #7

- Develop an understanding of the reasons why people are not enthusiastic.
- Develop an operational understanding of how motivation affects people's accomplishments.
- Develop the ability to stimulate motivation among your staff.

Introductory Information:

Motivation is a personal thing. An administrator must understand the "whys" and "why nots" as to the motivation of subordinates. Realizing that motivation is caused, it is personal, it can be influenced and that there is a positive and a negative aspect to motivation, will help a vocational director to understand his staff. With this understanding, he will be better prepared to systematically stimulate and motivate subordinates.

Caution

REQUIRED LEARNING ACTIVITY

1. View video tape package #VT1A.

Organize
Perform Tasks
Evaluate

TERMS TO KNOW AND UNDERSTAND

MOTIVATION -- The methods or techniques utilized to stimulate others to meet organizational or individual goals and/or objectives.

MORALE -- The degree to which an individual's needs are met in a given situation.

PERFORMANCE -- The effort and ability utilized by an individual in accomplishing personal needs in accordance to their ability in a given task and in a given position or job.

HUMAN BEHAVIOR -- Can be described as a science to investigate why individuals behave as they do in a given situation.

WORKING CONDITIONS -- Are the environmental and physical conditions under which an individual labors in the accomplishment of their assigned task.

RESISTANCE -- Term used to identify individual behavior in response to real or imaginary changes in the work environment.

PERSONALITY -- Is the individuality and exhibited personal patterns and qualities of behavior expressed by an individual and observed by another.

CONTROL -- The technique one individual (superior) utilizes to direct or regulate the activities or direction over a subordinate.

DRIVE (Personal) -- An organized procedure including personal initiative to achieve a pre-determined personal objective.

RESPECT -- The act of one individual to show considerations and honor for the rights of others in personal associations and relationships.

SUGGESTED READINGS

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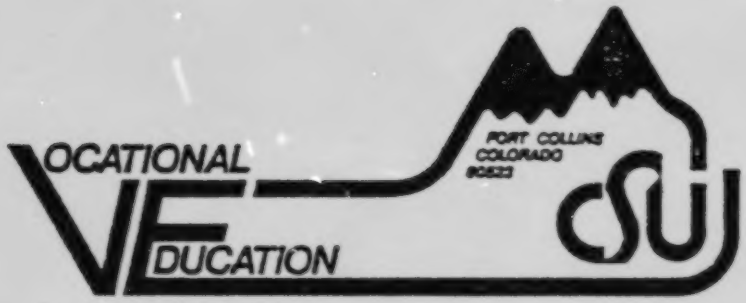


MODULE 2

HUMAN RELATIONS

PROFESSIONAL DEVELOPMENT FOR VOCATIONAL ADMINISTRATORS

MODULE 2 -- HUMAN RELATIONS

Purpose:

The purpose of this module is to provide an introduction to human relations philosophy, theory, and practice. Through this introduction, you will be able to develop a model for implementing human relations practices.

Rationale:

It is important to consider your responsibilities as an administrator in managing the human element -- the employees of your institution. The effectiveness in which you manage your employees is the primary criteria in determining the success of your organization.

Module Objective:

Upon satisfactory completion of this module, you will be able to design and implement a human relations model in your organization.

Specific Objectives:

In order to satisfactorily complete this module, you must be able to:

1. Develop skills in the functional aspects of identifying the basic needs of individuals
2. Develop a human relations model to be implemented in your institution
3. Develop fundamental human relations skills in interpersonal communications, leadership, and motivation.

MATERIALS AND EQUIPMENT NEEDED:

1. Module 2
2. Video recorder and monitor
3. Cassette recorder
4. Slide projector and screen
5. References as listed

STUDENT LEARNING ACTIVITY

START

Module 2
Objective #1

Develop skills in the functional aspects of identifying the basic needs of individuals.

Introductory Information:

Vocational administrators must recognize the different ways which individuals react to similar situations. A review of the four basic needs of individuals will give you a foundation for developing a human relations model.

Caution

REQUIRED LEARNING ACTIVITY

1. Read Information Sheet #2A.

Organize
Perform Tasks
Evaluate

PROCEED

INFORMATION SHEET #2A

Basic Needs

Individuals react in different ways to situations in which they find themselves. We have also concluded that people are not like machines, you cannot just push a set of buttons and get the identical output each time from workers. People are very complex and cannot be activated by mathematical formulas or rigid rules of action. All these items mean that supervisors must find out why people act as they do and use this information in providing conditions under which workers will act in the right manner.

If we study people, we soon learn that all people are fairly similar, but no two persons are ever identical. However, all people have the same basic needs that often cause most problems. It is in this area of basic needs that most of your employees need help, patience, and understanding if they are to work and produce in an efficient manner. The four psychological needs that all persons must have for job satisfaction are:

1. Recognition
2. Opportunity
3. Belongingness
4. Security.

One of the simplest and most important needs is RECOGNITION; individuals need to be thought of as a person, not just a "hand" to get a job done. Not giving a person any recognition as a person with feelings, ideas, and dislikes to be paid attention to and considered, is one of the quickest ways to reduce his satisfaction to zero. All of us like to have the feeling that what we do is important and contributes to the success of our organization. We like to receive credit for what we do and praise for a job well done, and we like to receive the respect of our associates.

There are several different kinds of OPPORTUNITY that people want. For instance, did you ever work for a person who insisted on your asking him about every little thing instead of letting you use your own judgment? If you have, it's a good bet that you disliked him, disliked your work, and did not try to do your very best.

People want to have an opportunity to use their own initiative about things -- to do the little things as they want to. By allowing your students to use their best abilities whenever possible, you give them an opportunity to do a good job and also show their potential for further development.

Students like to know they can depend on things being a certain way -- being permitted to do things a certain way and so on. They want, need, and have to have some SECURITY to be well-adjusted people and not become brooding worriers or jittery wrecks. As a teacher you must be careful not to tell a student one thing one day, and another the next. Watch yourself and what you do and say to be sure you are consistent.

Certainly things are going to change in your office or your shop, and your students have to adjust to these changes as they come along. The best thing you can do to give them security is tell them ahead of time what things are going to happen and explain to them why these changes are being made. The attitude that "It's none of their business" or "They'll find out soon enough" can generate only rumors, dissatisfaction, and insecurity.

The final basic need of all individuals is BELONGINGNESS. Have you ever been a member of a club, or church, or worked at a place where you felt you didn't belong? You were in it, but not a part of it. If you ever had this experience, you know that a person's satisfaction is mighty low in a situation where he feels he doesn't belong. People are essentially social in character and need to feel they are an important part of the groups with which they associate. A good way to satisfy this need is to <u>keep them informed</u>.

Recognition, opportunity, security, and belongingness may not be the only basic needs of people. Different "experts" have different lists, but it has been adequately demonstrated by studies of groups that students are more likely to be satisfied and productive if they receive

recognition for their work, understand what is expected of them, feel that they are accepted as members of the "team" and are given opportunities to grow and develop. It is important that teachers understand something about their basic needs because they must get their work done through people.

Although people are fairly similar in their physical and psychological needs, they are never alike in physical condition, mental ability, personality, aptitudes, attitudes, interest, experience, etc. Perhaps the fact that people are all so different is the reason they are facinating and require so much thought and study. Each person is a distinct, unique individual, differing from all other people within certain prescribed limits. In learning to better understand students, teachers must respect their right to be different because it will have a bearing on assignments within the department, the potential of individual students, and it will control the student's actions and his stability.

Knowing that all individuals are different, and having studied all of his employees for their particular differences, each administrator must learn how to deal with the individual. A statement to one person might stimulate him to exert greater efforts, while the same statement to another might upset him completely. Feelings of individuals are more often conditioned by emotions than by fact or logic. Administrators cannot change the emotional nature of employees, but through study of the individual and the situation, they can learn how to help them adjust to a situation. Good human relations are based on consideration, respect, and understanding.

STUDENT LEARNING ACTIVITY

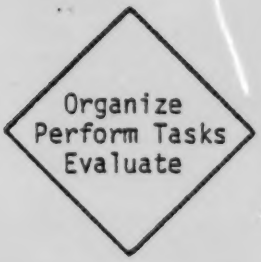
Module 2 Objective #2 → Develop a human relations model to be implemented in your institution.

Introductory Information:

Your organization is a system of structured human interactions. The accountability of your organization is based on the close alignment and integration of employee needs with organizational goals. Therefore, your managerial responsibility is to effectively implement techniques which will obtain the greatest performance from every individual.

REQUIRED LEARNING ACTIVITY

1. View video tape package #VT2A.



STUDENT LEARNING ACTIVITY

START

Module 2
Objective #3

Develop fundamental human relations skills in interpersonal communications, leadership, and motivation.

Introductory Information:

Human relations is not a management first aid kit, but it is a preventative maintenance plan. You should understand good human relations philosophy, theory, and practice and recognize the role of human behavior in your organization. Communications, leadership, and motivation are important in implementing a human relations model.

Caution

REQUIRED LEARNING ACTIVITY

1. View slide tape package #ST2A.

Organize
Perform Tasks
Evaluate

TERMS TO KNOW AND UNDERSTAND

HUMAN RELATIONS -- May be described as an individual's philosophical belief which is made up of his/her values, concepts, and beliefs concerning his or her association with others in a social and work setting.

HUMAN BEHAVIOR -- Human behavior is the interaction of the individual to his total environment which influences their social, economic, biological, physiological attitude toward themselves and others in society.

SATISFACTION -- Sense or feeling an individual has about a job, task, or self as they perceive their achievement in an organization and the impact these have on his/her accomplishing predetermined personal goals and self-reward.

INDIVIDUAL WORTH OR DIGNITY -- The individual's perception about self and the importance of work to others with whom they associate; the importance and respect for what an individual accomplishes in the conduct of an endeavor.

BEHAVIORAL SCIENCE -- A scientific method which man is able to develop new knowledge or reinforce (confirm) existing knowledge about human behavior.

PSYCHOLOGY -- Scientific method to study human behavior as individuals react to the total environment.

COMMUNICATION -- The process or procedure for transferring (transmitting) information and comprehension from one individual to another (maybe from one group to another).

SUGGESTED READINGS

Adler, Harold. Methods in Human Development Theory Manual. La Mesa, CA: Human Development Training Institute, 1973.

Jackins, Harvey. The Human Side of Human Beings, The Theory of Re-evaluation Counseling. Seattle: Rationale Island Publishers.

Barker, Larry L. Listening Behavior. Englewood Cliffs, NJ: Prentice-Hall, 1971.

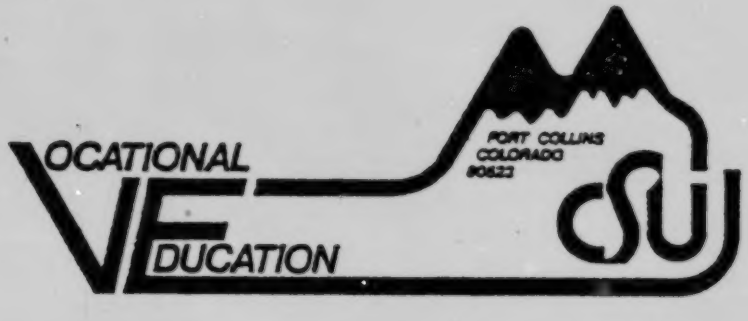
Mills, Ernest P. Listening: Key to Communication. New York: Petrocell Books, 1974.

Polloch, Ted. How to Listen. Garden City, NY: Nelson-Doubleday, 1969.

Svorgen, Velimir. Conflict and Its Solution. New York: Exposition Press, 1971.

Valreseh, John A. Some Ways About Human Behavior: Part I. Wichita, KS: The Wichita Press, 1971.

Blanner, Robert. The Meaning of Work in an Industry Society. In Contemporary Society. New York: Wiley, 1964.



MODULE 3

CLASSROOM OBSERVATION AND SUPERVISION

PROFESSIONAL DEVELOPMENT FOR VOCATIONAL ADMINISTRATORS

Professional Development for Vocational Administrators

MODULE 3 -- CLASSROOM OBSERVATION AND SUPERVISION

Purpose:

This module places emphasis upon the four steps utilized for classroom observation practiced by the vocational administrator. Emphasis is also placed on tractive and dynamic supervision.

Rationale:

It is the vocational administrator's responsibility to observe classroom instruction and to accomplish, through these observations, the improvement of the teaching and learning processes.

Module Objective:

Having satisfactorily completed this module, the vocational administrator will develop specific skills in classroom observation and supervision (observation, seeing, listening, hearing, and interpreting the instructional process).

Specific Objectives:

In order to satisfactorily complete this module, you must be able to:

1. Explain the philosophy and board policy supporting classroom observation and supervision
2. Define the four steps utilized for classroom observation and supervision
3. Emphasize why observation is needed
4. Point out what the vocational administrator looks for in observation
5. Discuss the criteria for self-evaluation
6. Explain Management by Objectives
7. Discuss the difference between tractive and dynamic supervision
8. Discuss the elements of change and how change is accomplished.

MATERIALS AND EQUIPMENT NEEDED:

1. Module 3
2. Video recorder and monitor
3. Cassette recorder
4. Slide projector and screen
5. References as listed

STUDENT LEARNING ACTIVITIES

START

Module 3 Objective #1 → Explain the philosophy and board policy supporting classroom observation and supervision.

Introductory Information:

The vocational administrator must have a strong philosophy concerning classroom observation and supervision. This philosophy must be supported by an equally strong board policy.

Develop a good working knowledge of what policy is and how it is constituted. Can you differentiate between board and administrative policies?

Caution

REQUIRED LEARNING ACTIVITIES

1. Read Information Sheets #3A and #3B.

Organize
Perform Tasks
Evaluate

PROCEED

INFORMATION SHEET #3A

Classroom Observation and Supervision

INTRODUCTION

Without a strong philosophy concerning classroom observation and supervision, you, the vocational administrator may never accomplish the goals intended to be accomplished through using the four step method for classroom observation and supervision. You must have a strong belief in the method to be able to improve the instructional process by using it.

PHILOSOPHY

A statement of philosophy might read as follows: "It is our belief that there is a continual need for improvement of instruction in vocational education. Furthermore, it is our belief that this will evolve by establishing a system for assisting personnel to understand their role in the instructional process. We believe the four step method is a system for improving the teaching and learning processes.

BOARD POLICY

A statement such as this will support a board policy which states that: "It is the policy of this board to provide regular and systematic teacher observation and classroom visitation for the purpose of improving instruction in all vocational programs. Furthermore, this policy provides that all personnel practice self-evaluation regularly."

SUMMARY

A vocational administrator who has adopted a strong philosophy concerning classroom observation and supervision and is supported by an equally strong board policy will have little difficulty performing his observation and supervision responsibilities.

PROCEED

INFORMATION SHEET #3A

Analysis of the Tasks Performed by the Vocational Supervisor and Administrator

Supervisor -- elements for the improvement of instruction.

Administrator -- elements for program management.

THE SUPERVISOR

1. Selects and organizes instructional materials and teaching aids.
   a. Determines the forms and source materials
   b. Devises procedures for the preparation of instructional material
   c. Determines the need for new material
   d. Acquires and encourages the preparation of special teaching devices
   e. Searches constantly for new techniques, methods, and devices.

2. Has some voice in the selection of instructors and inducts those selected.
   a. Identifies instructor qualifications in terms of the requirements of the training
   b. Recognizes sources of potential instructors
   c. Interviews prospective instructors
   d. Introduces new instructors to their jobs.

3. Either the teacher does the training of prospective instructors or takes part in it.
   a. Provides for the pre-service training of new instructors
   b. Trains instructors in record keeping and report making
   c. Trains instructors in human relationships
   d. Upgrades through follow-up training.

4. Exemplifies skill in the instructional process.
   a. Recognizes how to break down jobs, and specify standards
   b. Knowledges of how the learner acquires skills and information
   c. Abilities to use instructional demonstrations
   d. Knowledges of how to organize classes for instructional effectiveness
   e. Encourages production methods where feasible.

5. Keeps the instruction geared to industrial needs and standards.
   a. Knows who to contact for the purpose of getting instructional material, content, and advice
   b. Maintains a cooperative relationship with these sources
   c. Consults with his Vocational Advisory Board
   d. Supervises paid trainee and in-plant training.

6. Evaluates instruction.
   a. Knows its purpose.
   b. Uses check sheets
   c. Knows how to make remedial measures
   d. Follow up.

7. Promotes enthusiasm for dynamic instruction.

8. Schedules his supervisory functions.
   a. Allocates his time and energy
   b. Exercises a sense of timing.

9. Visits classes according to a planned program.
   a. Develops and exercises power of observation
   b. Develops interpretive power.

10. Trains and upgrades instructors in sound principles of shop and class organization and management.
    a. Requires that safety measures be observed
    b. Requires good housekeeping
    c. Requires that equipment be used properly
    d. Requires that supplies be used properly.

11. Conducts teachers' meetings and group conferences.
    a. Knows group conference techniques.

12. Prepares supervisory bulletins.
    a. Knows the various kinds
    b. Knows good form
    c. Follows up their use.

13. Practices sound principles of human relations.
    a. Knows individual conference techniques
    b. Knows how to criticize
        (1) Praise
        (2) Censure
        (3) Reprimand
    c. Maintains proper relations with supervisors and associates.

14. Provides the acquisition of equipment, tools, and supplies to the purchasing authorities.

15. Evaluates his supervisory functioning.

THE ADMINISTRATOR

1. Prompts the total program or its respective parts.

2. Coordinates the program with the school system of which it may be a part.

3. Acquires buildings, equipment, and supplies.

4. Makes industrial contacts in terms of the total program.

5. Organizes the total program.
    a. Consults with the Vocational Advisory Board
    b. Consults with plant employees
    c. Consults with labor organizations.

6. Devises and exercises methods of recruitment of trainees.
    a. Consults with State Employment Service.

7. Exercises the responsibility for trainee accountability.

8. Exercises responsibility for program operation.

9. Exercises general supervision over the program.

10. Evaluates supervision and supervisory policies.

11. Provides for coordination within the program.

12. Maintains administrative relationships with the State Education Department.

13. Promotes and maintains good public relations:
    a. Chamber of Commerce
    b. Legislation
    c. Organized labor
    d. Civic organizations.

14. Carries on an effective program of publicity through:
    a. Exhibitions
    b. Open house
    c. Radio programs
    d. Bulletins
    e. Newspapers
    f. Talks to civic and social organizations
    g. Showmanship.

15. Exercises responsibility for the preparation of program records and reports.

16. Exercises responsibility for payroll.

17. Appoints and releases.

18. Exercises responsibility for fiscal matters - budgeting.

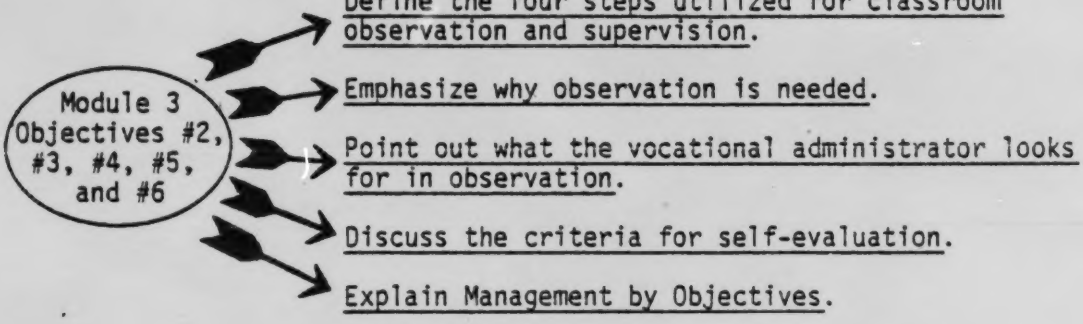
19. Provides for plant operation - custodial arrangements, etc.

20. Practices and delegates routine and clerical matters and details.

21. Schedules his administrative functions.
    a. Allocation of time and energy
    b. Timing.

STUDENT LEARNING ACTIVITIES

START


Module 3 Objectives #2, #3, #4, #5, and #6
Define the four steps utilized for classroom observation and supervision.
Emphasize why observation is needed.
Point out what the vocational administrator looks for in observation.
Discuss the criteria for self-evaluation.
Explain Management by Objectives.

Introductory Information:

The four steps utilized consists of the pre-conference, the classroom observation, the post-conference, and the review conference. Learn and know the difference between: 1) listening and hearing, 2) observing and seeing, and 3) communication and telling.

Classroom observation is essential to improve the instructional process. In making this observation, the administrator determines what changes can be implemented in the instruction. These changes are best implemented through the administrator's cooperation with the instructors. The administrator also needs to help the instructor by providing positive and negative feedback. The administrator must also demonstrate responsible, reasonable, and realistic concern for the instructors and their professional teaching ability.

If you have any doubt about the techniques utilized in developing a viable classroom-laboratory of shop observation, you want to visit your professional library and review these techniques in any of the recent textbooks on supervision or administration. A quick review of the references could provide a sound base for achieving the objectives of this module.

It is your responsibility as a vocational administrator to encourage your instructors to make self-evaluations. You should help them develop their own self-evaluation instrument. The use of micro-teaching and Management by Objectives are two methods for effective self-evaluation.

Outside reading is an essential element for the completion of this module. Please see suggested readings.

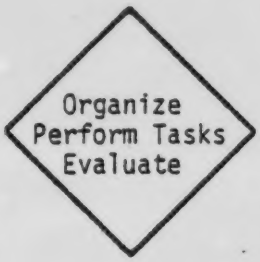
REQUIRED LEARNING ACTIVITIES

1. View video tape package #VT3A.

2. Read Information Sheet #3C.

3. Read: Boston, Robert E. and Spencer, David A. Management by Objectives. Saint Paul, MN: Paul S. Amidon & Associates, Inc., 1973.

4. Read: Hyman, Ronald T. School Administrator's Handbook of Teacher Supervision and Evaluation Methods. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.



OPTIONAL LEARNING ACTIVITIES:

1. Read: Harris, Ben M. Supervisory Behavior in Education. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

2. Read: Bureau of Business Practice. The Standard Manual for Supervisors. Waterford, CT: Bureau of Business Practice, 1969.

PROCEED

INFORMATION SHEET #3C

Observation as a Supervisory Technique

One procedure presently being implemented by vocational administrators for improving instruction is the classroom observation. The following concepts are made to assist in effective observation and supervision.

A. Purposes of Observation
   1. Fulfills administrative responsibility for assuring quality education.
   2. Analyzes and determines need of students and teachers in planning and conducting the instructional program.
   3. Develops a base for cooperative supervisor-teacher effective communication to mutually solve teaching-learning problems.
   4. Observes the process of teaching and learning in shops, laboratories, and classrooms.
   5. Improves interaction between supervisors, teachers, and students.
   6. Observes the environmental factors for teaching and learning (health and safety).
   7. Interprets for administration attitudes of students and teachers in the teaching and learning process.
   8. Provides a basis for instructional improvement and motivational devices for teachers.
   9. Provides for teacher input and results in participating type of supervision.
   10. Works to improve instruction; this must be communicated and understood by all parties concerned. The supervisor must have rapport with the teacher.

   NOTE: Purposes of the observation -- the philosophy, goals, and procedures -- must be jointly planned by supervisors and teachers.

B. The Pre-Observation Conference
   1. Classroom observation does require advance planning and scheduling.
   2. The supervisor and teacher should have a short pre-observation conference one-week prior to the scheduled classroom observation.
   3. The supervisor should know in advance what lesson will be taught and the modes of instruction.
   4. The supervisor should communicate the elements which will be observed and what instrumentation will be used to record the results of the observation.
   5. The supervisor must understand and respect the unique difference in teaching techniques.
   6. The supervisor must have an effective human relations process throughout the total observation process.
   7. The post-observation conference should be planned and details of the activities of the post-observation conference mutually understood.
   8. The observer must schedule enough time for each observation to determine what really transpires in the teaching and learning period (at least one class period should be scheduled for each observation).

C. The Classroom Observation
   1. The observer (supervisor) should take his/her place in the classroom with the least amount of interference and disruption of the normal teaching-learning process (the teacher may announce to students the purpose of your presence -- this should be at the option of the teacher).
   2. The observer may wish to make notes; however, a better technique is to devote all his/her time listening and observing. Some elements important in the observation process (not limited to - however - stated as examples only) are as follows:
      a. Physical facilities
      b. Teaching process
         - Objective (tied to what student previously learned)
         - Presentation
         - Application
         - Evaluation

c. Instructional materials
   - Handouts
   - Audio visual aids
   - T.V., etc.
d. Student autonomy
e. Teacher accounts for student differences
f. Individual help
g. Student motivation - attention
h. Aimless physical activities
i. Teacher reviews lesson and evaluates students in terms of material objectives
j. Student reaction and comments
k. Makes future assignments (past, present, and future objectives should be considered).

3. At the end of the class period the observer should meet with the teacher, and confirm the date, time, and place of the post-observation conference. This may be the time to say to the teacher "well done or nice presentation." Always leave on a positive note. Criticism must wait until the teacher and observer meet in the post-conference.

D. The Post-Observation Conference
1. Ask the teacher for his/her comments about the instruction on the day of the observation.
2. Observer-supervisor must learn to listen -- never dominate the conference.
3. Review purpose and goals of observations.
4. Establish a two-way communication -- gain agreement on the purpose of the post-observation conference and stick to the items to be discussed.
5. Observer should have access to all pertinent data on previous conferences with each teacher (memos, etc.).
6. The conference should be conducted in high ethical standards and confidentiality of both parties should be respected.
7. The conference should place emphasis on the classroom visitation -- not personalities.
8. The post-observation conference should center on the following:
   a. Strengths observed
   b. Problems observed
   c. Diagnosis of problem

d. Recommendation for improvement (limited sample)
   - In-service education
   - Industry visits
   - Develop instructional materials
   - Curriculum evaluation
   - Work with master teacher

e. Plans for the follow-up conference to be conducted two to three months after post-observation conference
   - Observer and teacher agree on activities that will improve the teaching process
   - Observer provides resources and time for teacher to accomplish the agreed upon in-service activities
   - It is always a good idea for both the observer-supervisor and teacher to sign the in-service plan to avoid any future misunderstanding
   - Set time, date, and place for follow-up conference.

9. Conclude the post-observation conference on a positive and encouraging note and help the teacher in future professional efforts.
10. Provide the teacher with a copy of all discussions and recommendations for improvement. This should be in the hands of the instructor no later than three days after post-observation conference.

E. The Three-Month Follow-Up Conference for the Post-Observation Conference
   1. Teacher reviews with observer-supervisor the agreed upon written recommendations for in-service activities.
   2. Teacher explains major accomplishments as per the plan. Presents evidence of accomplishments.
   3. Teacher and observer come to agreement on rate and quality of growth as per plans.
   4. Observer-supervisor and teacher agree on items which still need improvement and make additional plans for in-service activities prior to the next regularly scheduled classroom visitation.
   5. Teacher and observer-supervisor sign again on the written recommendations for continued improvement.

6. Encourage and motivate the teacher to accomplish the recommended tasks prior to next visitation. Always let the teacher leave with a positive outlook on the improvement of instruction through classroom observation and supervision.
7. A copy of the results of this conference should also be provided the teacher for future reference.

STUDENT LEARNING ACTIVITIES

START

Module 3 Objectives #7 and #8

Discuss the difference between tractive and dynamic supervision.

Discuss the elements of change and how change is accomplished.

Introductory Information:

Tractive supervision is supervision practiced by the vocational administrator that tends to maintain the status quo. On the other hand, dynamic supervision promotes change.

Tractive supervision involves resisting, or actively preventing change; enforcing, or seeking uniformity or conformity; and codifying, or the use of formalizing practices.

Dynamic supervision involves upgrading instruction, making minor changes without altering related practices. It also involves restructuring programs, changing several practices. Finally, it involves redesigning, some, if not all practices associated with a particular operation.

Tractive and dynamic supervision can both have a positive effect upon the instructional process.

Caution

REQUIRED LEARNING ACTIVITIES

1. View slide-tape package #ST3A.
2. Read Information Sheet #3D.

Organize
Perform Tasks
Evaluate

PROCEED

INFORMATION SHEET #3D

Classroom Observation and Supervision

SUPERVISOR-TEACHER INTERACTION

Open System	Closed System
Democratic	Autocratic
Sympathetic, Responsive	Reserved, aloof, rigid
Imaginative, Creative	Traditional
Change oriented	Constant talker
Supportive of interaction	Resists change
Favors divergent thinking	Set questions or answers

Which mode of supervision do you identify with as you carry out your responsibilities for the improvement of instruction?

Terms to Know and Understand

FOLLOW-UP CONFERENCE -- A scheduled follow-up conference between supervisor-observer and teacher to review teachers' activities to accomplish pre-determined professional activities for professional development.

HEARING -- To listen intently and consider specifically a specific activity.

LISTENING -- To make a conscious effort to hear; attend closely so as to hear a specific activity.

OBSERVATION -- The act or practice of noting and recording facts and events.

LOOKING -- To direct one's attention mentally upon something or specific activity to determine a sense of direction and value of an activity or event.

PRE-OBSERVATION CONFERENCE -- Scheduled conference between supervisor-observer to determine time, date, and details of a regular scheduled classroom, shop, or laboratory visitation to observe the teaching-learning processes.

CLASSROOM VISITATION -- A regular scheduled classroom visitation by a supervisor-observer to review first hand the actual teaching-learning process with the primary objective to improve the instructional process and to plan for teacher professional development.

POST-OBSERVATION (VISITATION) CONFERENCE -- A scheduled conference between supervisor-observer and teacher at which time the results of the classroom visit are reviewed and recommended options for teacher professional development are planned and finalized. Time frames are established.

OBJECTIVITY -- Objectivity is indicated when a teacher responds to the total situation. Gets facts and understands first as compared to making an impulse reaction.

FOCUS -- Focus is indicated when a person has models and goals. The person's life is moving in a planned direction. The teacher knows what the goals are and selects activities in terms of these goals.

MISSION -- Mission is a deep underlying belief that students can grow and attain self-actualization. A teacher with mission has a goal to make a significant contribution to other people.

EMPATHY -- Empathy is the phenomenon that provides the teacher feedback about the individual student's feelings and thoughts.

RAPPORT DRIVE -- Rapport is seen by the teacher as a favorable and necessary condition of learning.

INDIVIDUALIZED PERCEPTION -- Individualized perception means that the teacher spontaneously thinks about the interests and needs of each student and makes every effort to personalize each student's program.

INVESTMENT -- The investment theme is indicated by the teacher's capacity to receive a satisfaction from the growth of students. This is in contrast to the person who must personally perform to achieve satisfaction.

INPUT DRIVE -- Input drive is evidenced by the teacher who is continuously searching for ideas, materials, and experiences to use in helping other people, especially students.

ACTIVATION -- Activation indicates that the teacher is capable of stimulating students to think, to respond, to feel -- to learn.

INNOVATION -- The innovation theme is indicated when a teacher tries new ideas and techniques. At a higher level of innovation is creativity where the teacher has the capability of putting information and experience together into new configurations.

SUGGESTED READINGS

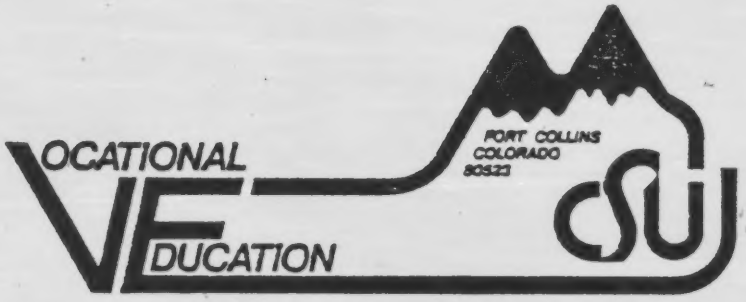
Unruh, Adolph and Turner, Harold E. Supervision for Change and Innovation. Boston: Houghton Mifflin Company, 1970.

Lucio, William H. and McNeil, John D. Supervision: A Synthesis of Thought and Action. 2nd ed. New York: McGraw-Hill Book Company, 1969.

Miner, John B. and Miner, Mary Green. Personnel and Industrial Relations: A Managerial Approach. 2nd ed. New York: The Macmillan Company, 1973.

Glueck, William F. Personnel: A Diagnostic Approach. Dallas, TX: Business Publications, Inc., 1974.

Larson, Milton E. and Valentine, Ivan E. Vocational Education: Principles and Concepts. Fort Collins, CO: Colorado State University, Department of Vocational Education, 1976.



MODULE 4

CURRICULUM MANAGEMENT -- A SYSTEMS APPROACH

PROFESSIONAL DEVELOPMENT FOR VOCATIONAL ADMINISTRATORS

Professional Development for Vocational Administrators

Module 4 -- Curriculum Management -- A Systems Approach

Purpose:

The purpose of this module is to discuss the role of management in the basic principles and tasks of curriculum development. In covering the principles and tasks the reader will improve his understanding of the administrator's role as a manager of the vocational curriculum.

Rationale:

There is a need for some assurance that the goals and objectives of the community and students are being met with regard to the overall curriculum offerings, and that administrators and staff are running a viable vocational institution with input from the Board of Control, the General Advisory Committee, the individual program committees, and the community at large.

Module Objective:

Having completed this module, you will have a better understanding of the vocational administrator's role in curriculum development with emphasis upon his role in selection, management, funding, and curriculum revision.

Specific Objectives:

In order to satisfactorily complete this module, you must be able to:

1. Write a philosophy for the school and develop a board policy relative to vocational curriculum
2. Learn the curriculum management responsibilities of the vocational administrator
3. Identify four curriculum approaches and the role of the vocational administrator
4. Learn seven quality indicators of the administrator's role in determining curriculum
5. Apply seven elements for evaluation and validation of curriculum as a part of the management function.

MATERIALS AND EQUIPMENT NEEDED:

1. Module 4
2. Video recorder and monitor
3. Cassette recorder
4. Slide projector and screen
5. References as listed

STUDENT LEARNING ACTIVITIES

START

Module 4 Objectives #1, #2, #3, #4, and #5

- Write a philosophy for the school and develop a board policy relative to vocational curriculum.
- Learn the curriculum management responsibilities of the vocational administrator.
- Identify four curriculum approaches and the role of the vocational administrator.
- Learn seven quality indicators of the administrator's role in determining curriculum.
- Apply seven elements for evaluation and validation of curriculum as a part of the management function.

Introductory Information:

The content contained in this module will provide you, the vocational administrator, with an idea of your responsibilities in vocational curriculum development and revision. You will also learn that the development, determining the quality factors, revision, and evaluation of curriculum is a team effort and that you as the vocational administrator are the team leader.

Identify the members of your team who are involved with developing and maintaining viable vocational curriculum to meet the objectives of today's vocational students.

Caution

REQUIRED LEARNING ACTIVITIES

1. Read Information Sheet #4A and note the specific components discussed.
2. View video tape package #VT4A.
3. View slide-tape package #ST4A.

Organize
Perform Tasks
Evaluate

4. Read: Larson, Milton E. and Valentine, Ivan E. Vocational Education Curriculum Development Handbook. Supplement #2. Fort Collins, CO: Colorado State University, January, 1974, pp. 2-13.

OPTIONAL LEARNING ACTIVITY:

1. Read: Butler, F. Coit. Instructional Systems Development for Vocational and Technical Training. Englewood Cliffs, NJ: Educational Technology Publications, 1972, Preface and pp. 3-8.

PROCEED

INFORMATION SHEET #4A

Curriculum Management

INTRODUCTION

The purpose of this instructional sheet is to inform the reader of the vocational administrator's role in curriculum management. The sheet explains how the manager involves others in curriculum development and the identification and development of quality factors for curriculum.

Information concerning long- and short-range curriculum goals, funding, utilizing the systems method, and identifying alternative methods for vocational curriculum development are discussed. The roles of the students and graduates are emphasized.

Administrative and technical skills are involved in curriculum management. The administrator must be fully aware of the implications of the vitally important task to the success of the vocational institution.

PHILOSOPHY OF THE SCHOOL AND BOARD POLICY RELATIVE TO VOCATIONAL CURRICULUM

The governing board has the responsibility to develop philosophy and board policies for vocational education; they are responsible for securing a vocational administrator who will select a staff to work with them in the development of programs of instruction and curriculum that meets the needs of business and industry in the community and the vocational goals and objectives of students.

THE VOCATIONAL ADMINISTRATOR'S MANAGEMENT NEEDS IN VOCATIONAL CURRICULUM DEVELOPMENT

This module is concerned with the vocational administrator's tasks in curriculum development. The vocational administrator, in fulfilling his role, should possess knowledge of curriculum development and applying systems design concept.

In developing curriculum, the administrator will need the help of his/her staff input from the general advisory committee and input from program advisory committees. The administrator's role is to be that of organizer, implementer, and evaluator of curriculum materials.

There are four questions the administrator must consider when he/she evaluates curriculum materials:

(1) Do the curriculum offerings meet the needs of the community?
(2) Do they satisfy the needs of business and industry?
(3) Do they address the goals and objectives of the students?
(4) Will learning and using them result in knowledge and skill leading to job entry level skills?

The vocational administrator and his/her staff work as a team in achieving quality curriculum. They will constantly seek input from students, and business and industry. They will seek answers to questions like:

-- What are student needs at the present time?
-- What are the needs of the community?
-- What are the needs of business and industry?
-- What new technological changes must be considered?
-- What are the goals and objectives for the program?
-- What resources are committed to the task?
-- What tasks are performed on the payroll jobs?
-- How are these tasks performed?
-- Why are these important for inclusion in the educational program?

Answers to these and other questions can only come from those concerned with the vocational education programs, the community and business and industry, and from those who will be affected by our programs, the students. The amount of resources committed to

curriculum development will depend upon the priority given program development by the board. It is the vocational administrator's role to see that budgets provide adequate resources.

CURRICULUM MANAGEMENT RESPONSIBILITIES OF THE VOCATIONAL ADMINISTRATOR

1. Organize and coordinate work of team.
2. Knowledge of theories
   a. Curriculum development
   b. Ability to analyze theories
   c. Adapt to vocational and technical education.
3. Diagnose present and projected needs of learner.
4. Make competent judgments as to validity and importance of content material.
5. Understand sociological and psychological principles of learning.
6. Develop objectives in behavioral terms.
7. Be able to organize content and learning processes into sequential activity.
8. Have capability to measure learner's progress.
9. Possess ability to translate objectives and instructional procedures into plans for curriculum materials and facilities.
10. Have the ability to design programs to assist in testing and evaluating curriculum materials.
11. Know dynamics of social and political action necessary to implement change in curriculum.

MANAGEMENT'S ROLE IN DEVELOPING CURRICULUM FOR THE DISADVANTAGED

Curriculum for the needs of all learners is a management responsibility. Too often the disadvantaged are not included in our curriculum offerings.

We are faced with many problems in this respect, such as limited financing, limited staffing, non-realistic standards of performance, lack of teacher innovation or understanding, and personnel not philosophically committed to student needs.

The following are areas of concern in dealing with the disadvantaged in vocational education:

1. There have been many business-industry moves to the suburbs leaving the students in the core city in a state of "limbo" as far as occupational objectives are concerned
2. Another concern closely related to the first is the behavior of the job market
3. Student performance once on the job is often not very good because of environmental influences.

Curriculum concerns of the administrator, the teacher, and the advisory committee will probably become more acute as we advance through the late 1970's and into the 1980's because a fair share of vocational funding from the federal government is going to depend upon how well we meet the needs of the disadvantaged and handicapped.

We must be ever aware of management's curriculum responsibilities that provide programs meeting the needs of all students having an occupational objective.

CURRICULUM APPROACHES AND THE ROLE OF THE VOCATIONAL ADMINISTRATOR

In the instructional sheets, it is imperative that we say something of the four major approaches that management might make to curriculum development.

First, we have the cluster concept approach which is an organizational approach directed toward the preparation of individuals with skills, knowledges, and attitudes required for job entry into a family or cluster of occupations.

The descriptive approach is based primarily on an informational approach in occupational areas or families rather than on analysis and synthesis of broad job leads and the relationship to student characteristics. It is this approach with all of the curriculum development that has already taken place and all the material available in consortium centers, the University Curriculum Centers, and from other sources that management is going to be concerned with more often than not.

The social psychological approach to the curriculum stresses the various aspects of worker characteristics and attributes as these relate to life styles and occupational choices.

The fourth, the task analysis approach, is the approach that must be followed in the curriculum systems development. The administrator in his/her curriculum management role will be involved with this approach mainly when new curriculum for programs never before offered is being developed.

THE ADMINISTRATOR'S ROLE IN DETERMINING QUALITY INDICATORS FOR CURRICULUM

Quality indicators for good curriculum may appear in many forms:

1. The equipment being used in a program or to be used is an indication of the quality of the program. Today's skills require the products of today's technologies
2. The time allowed for students to complete a course is another indicator of program quality. Adequate time for covering the course thoroughly must be structured in the curriculum
3. Teaching methods must be considered. Instructors need to use methods compatable with the learning styles of students. The concept of individualized instruction is of great importance in vocational education
4. Feedback from students is an indicator of curriculum validity
5. The adequate preparation of lessons to meet the goals and objectives of students is another indicator of quality curriculum
6. Specific tasks taught must provide skills that meet the needs of today's jobs
7. A program that is funded adequately enough to provide the latest in equipment and textbooks is a quality program.

It is a management responsibility to determine what the quality factors are that help to make good curriculum. It is management's responsibility to find ways to develop these quality factors also.

EVALUATION AND VALIDATION OF CURRICULUM, A MANAGEMENT FUNCTION

In the evaluation process, there are many factors to consider and questions to be asked. Questions such as:

1. Have the program goals and objectives been met?
2. Have we provided the proper tasks to meet the learner objectives?
3. Does the program meet the needs of the community and business and industry?
4. Have we made maximum use of human and fiscal resources in planning?
5. Are we satisfied with the validation and testing of new curriculum?
6. What feedback are we getting from our graduates?
7. Are our students satisfied with the program? Have we given their learning modes enough consideration?

These are some of the important questions. There are others. If we get negative feedback in anyway, it is our responsibility to revise the curriculum so that it meets the intended goals and objectives.

SUMMARY

Good curriculum makes good programs. Both are necessary elements for a viable vocational school.

Curriculum must be developed or revised to meet the needs of students who will be entering a world of work that is being affected by great technological change.

Figure 1

Curriculum Development Model

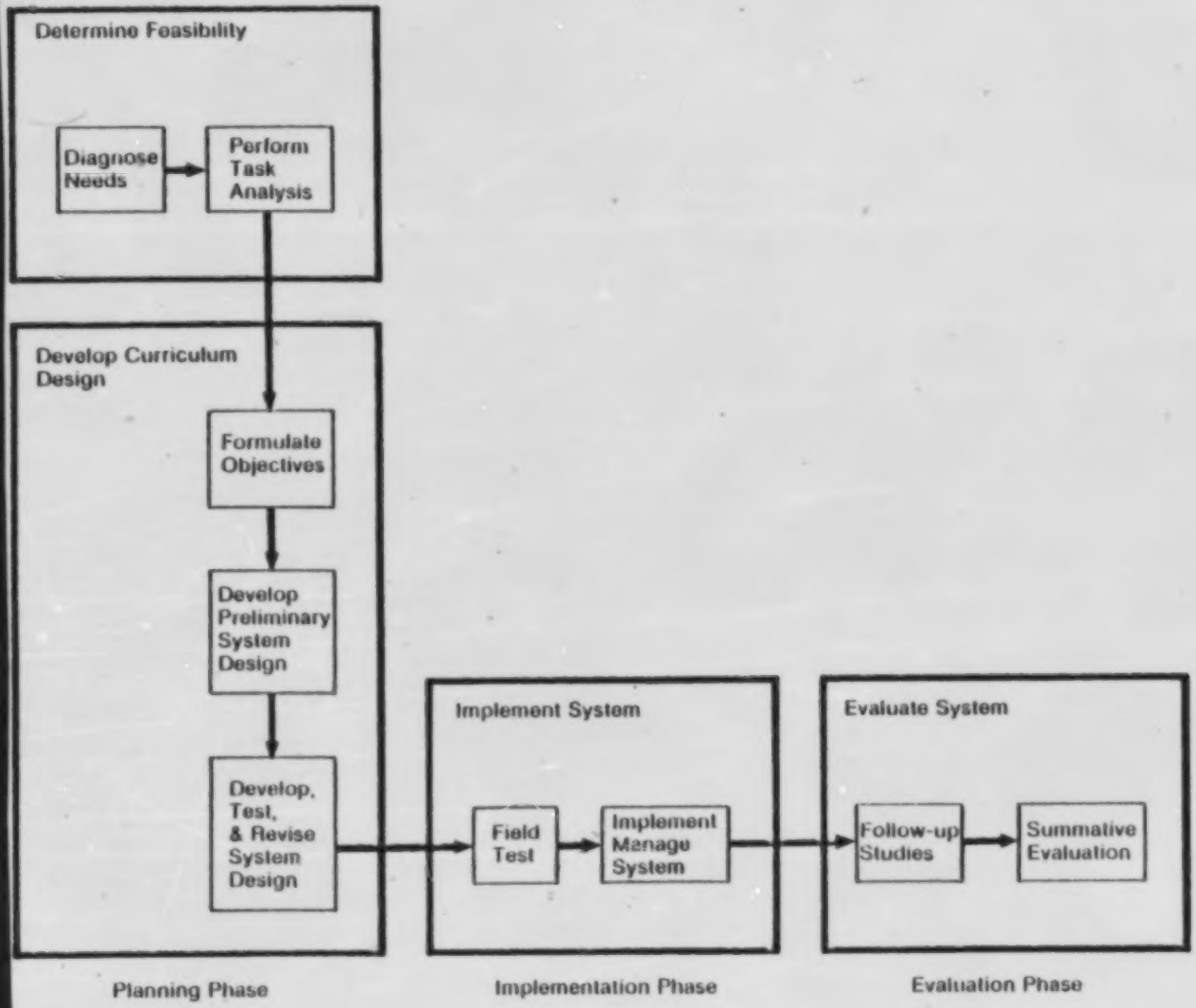


Figure 2

Model for Curriculum Validation

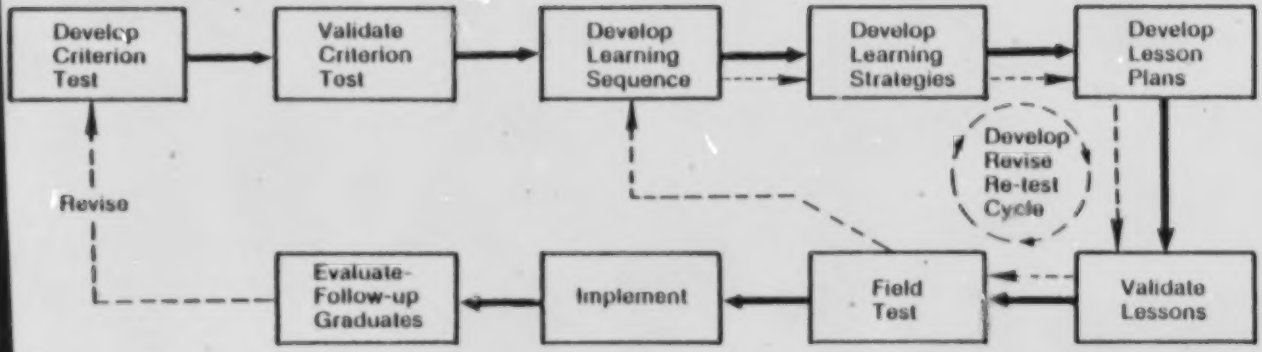
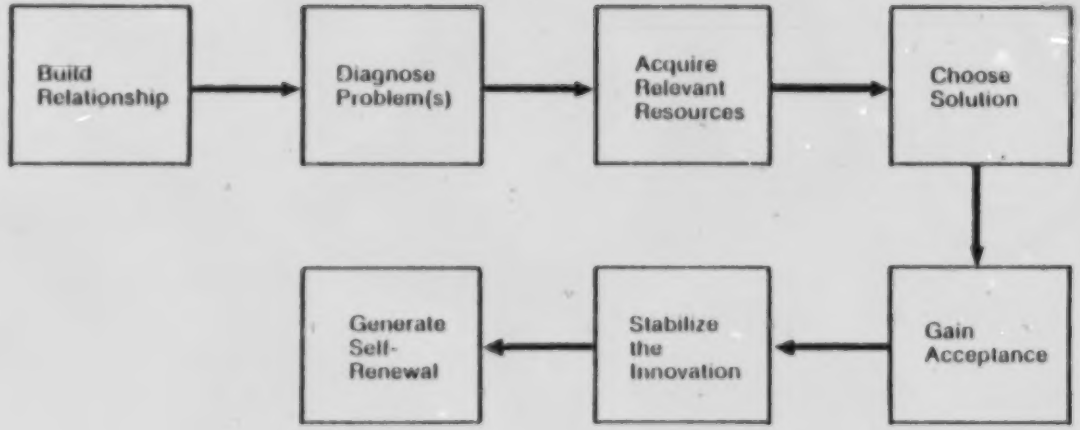


Figure 3

Problem Solving Model



TERMS TO KNOW AND UNDERSTAND

SOCIAL CONCERNS -- The concern for meeting individual needs through the curriculum, using preparation for occupations and careers as a vehicle, has great potential for self-development and the total curriculum. It also has implications relating to solutions of social issues and dilemmas confronting our country.

PHILOSOPHICAL CONCERNS -- When needs have been diagnosed and programs determined to be feasible for development into instructional systems, curriculum developers work with issues concerning the individual and his role in instructional systems.

PRINCIPLES OF CURRICULUM ORGANIZATION -- Subject areas can be integrated into one block of time by using the subject content and theory of one to teach the other. Three elements of curriculum development in vocational education:

-- What you believe about the individual and education
-- What you believe about society and economics
-- What you believe about vocational education.

CLUSTER CONCEPT APPROACH -- The cluster concept approach is an organizational approach which is directed toward the preparation of individuals with skills, knowledges, and attitudes required for job-entry into a family or cluster of occupations. It implies development of individuals with job-entry capabilities for a number of related occupations rather than in-depth preparation of a specific occupation.

DESCRIPTIVE APPROACH -- The descriptive approach is based primarily on an informational approach in occupational areas or families rather than on analysis and synthesis of broad job leads and the relationship to student characteristics.

SOCIAL PSYCHOLOGICAL APPROACH -- This approach to the curriculum stresses the various aspects of worker characteristics and attributes as these relate to life styles and occupational choice.

LEARNER OBJECTIVES -- Measurable predictions of what a learner will be able to do or produce in order to demonstrate his knowledge, skills, and preferences or beliefs resulting from an instructional experience. This objective may describe a learner's state, action, attitude, confidence, or product. The three levels inherent in learner's objectives are:

-- Curricular level
-- Instructional level
-- Task level.

ORGANIZATIONAL OBJECTIVES -- Time constrained statements describing predicted measurable accomplishments of an organization or sub-units of that organization. Cost factors are frequently incorporated to serve as a level of achievement indicators. Three levels of organizational objectives are:
-- Divisional
-- Unit
-- Staff.

PROGRAM OBJECTIVES -- Broad long-term predicted outcomes determined by those responsible for policy and guidance of instructional programs. They predict a state of competency for the constituents of the program. They are usually framed in terms of a large number of learners with time and/or cost indicated. They reflect an integration of both "learner" and "organization" objectives. Program objectives require a sampled measurement of accomplishment.

DEFINITION -- Validation is an aspect of the curriculum development process as opposed to being only a step in the process. Validation measures are taken in more than one of the steps of the process. They are taken during the design and tryout of materials, during the conduct of training after implementation, at the end of a training action, and even on the job after the trained individual enters work. Validation is directly related to individual evaluation, formative evaluation, and summative evaluation.

CRITERION-REFERENCED TESTS -- The criterion-referenced test is central to all validation efforts. It is used to identify an individual's status with respect to an established standard and is viewed as an absolute measure. The following points relate to developing and validating criterion tests:
1. They reflect attainment of objectives based on a hierarchical sequence
2. In the initial design, objectives are recast as test items
3. Reliability is obtained through test performance by comparison of scores from a trained group and an untrained group with unnecessary items being eliminated
4. Validity is expressed in terms of the adequacy with which the items represent the criterion expressed in the objectives
5. Validity is further determined by those items which discriminate between persons taking the test. Both positively and negatively discriminating items become important as assistance in revision, but their identification depends upon the sophistication of data-processing techniques.

CLUSTERS -- To provide a base for categorizing the various jobs into units which can be managed in a teaching-learning situation.

P.P.B.S. (Planning Programming Budgeting System) -- A management technique which was designed to identify the relationships between the quantity and quality of products and the costs of alternative methods of production.

PERT (Program Evaluation Review Technique) -- A management tool designed to assist school personnel to describe and monitor the operation of a program or system.

SYSTEMS ANALYSIS -- A variety of operational research techniques including computer simulation which will define and analyze the components of a system and their interaction.

PERFORMANCE CONTRACTING -- A school system specifies desired outcomes with a desired pupil population and enters into a contract with an agency for the provision of educational experiences that will produce the desired outcomes in the pupil population. Guaranteed performance contracts specify that the contractor will not be paid if the specified outcomes are not achieved.

TURN KEYING -- The process whereby a program established and operated effectively by performance contract is adopted by a school system and operated by its personnel.

PROGRAM AUDITING -- The independent examination of an educational program or performance contract to verify results, processes, personnel, and the contents of the activities.

EDUCATIONAL VOUCHERS -- A means by which parents could buy in a "free market" the particular school program of their selection by presenting a voucher for tuition issued by a school district or governmental agency.

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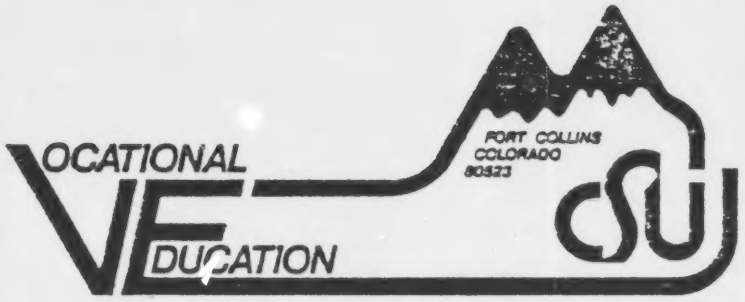


MODULE 5

COMMUNICATION SYSTEMS AND TECHNIQUES

PROFESSIONAL DEVELOPMENT FOR VOCATIONAL ADMINISTRATORS

Professional Development for Vocational Administrators

Module 5 -- Communication Systems and Techniques

Purpose:

This module provides an introduction to the basic skills necessary for the improvement of management communication.

Rationale:

The major need in an organized structure is the continual improvement in communications skills and systems.

Module Objective:

Upon satisfactory completion of this module, you will be able to implement an organizational communication system.

Specific Objectives:

In order to satisfactorily complete this module, you must be able to:

1. Recognize, interpret, and develop operational skills in symbolic, verbal, and non-verbal communication
2. Develop an operational understanding of interpersonal communication
3. Develop and implement an effective communication system in your organization.

MATERIALS AND EQUIPMENT NEEDED:

1. Module 5
2. Video recorder and monitor
3. Cassette recorder
4. Slide projector and screen
5. References as listed

STUDENT LEARNING ACTIVITIES

Module 5 Objective #1 → Recognize, interpret, and develop operational skills in symbolic, verbal, and non-verbal communication.

Introductory Information:

Communication skills are used more by an administrator than any other type of skills in achieving his responsibilities. It is important to review, understand how to interpret, as well as use the three modes of communications. They are symbolic, verbal, and non-verbal communications. As you improve your understanding of these modes you will find it easier to be a more effective communicator.

REQUIRED LEARNING ACTIVITIES

1. Read Information Sheet #5A.
2. During the following days, list specific communication modes you recognize other people using.
3. Practice using some of the communication modes discussed in this instructional sheet.

PROCEED

INFORMATION SHEET #5A

Communication Modes

INTRODUCTION

When we are attempting to transfer our meaning to another person, we use three different modes, methods, or channels to carry our intentions. We communicate symbolically, verbally, and non-verbally. The intent of this discussion is to explore the implications of the mixed signals which one often emits in attempting to share a meaning with another person.

Anytime two people attempt to communicate with each other, their communication is distorted by their personalities, attitudes, values, belief systems, biases, the assumptions they make about each other, their experience background, and so on. Remember, each of us have screens through which our communications flow. These screens distort and confuse what we say, what we hear, and cause us to fail to hear certain parts of messages. The modes used to convey these messages are a major portion of the distortion and confusion in communications.

SYMBOLIC COMMUNICATION

We say a great deal to each other about who we are and how we experience each other through symbolic means. The symbolic communications mode is essentially passive. The messages emitted in this passive way are easily misinterpreted. The following is a partial list of symbolic communications which effect each of us differently:

Clothes. Our interpretation of the clothes people wear tell a great deal about who they are, what their values are, their status, how conservative or how liberal they are. Differences are associated with occupational status with different uniforms, suits, overalls, and uniforms designates different status to different people.

Hair. Hair symbolizes different things to different people. The type of hairdos and facial hair says a great deal. This signal is highly ambiguous. It is misinterpreted quite often.

Jewelry. Wedding rings, beads, highly expensive jewelry, the flag in the lapel, the peace symbol around the neck, or the single earring all have certain meaning to the wearer. This meaning may or may not be interpreted correctly by the viewer.

Cosmetics. We associate meanings with the different ways people apply makeup to themselves.

Automobiles. The business executive who drives a sports car is giving out a different message than his colleague who drives an ordinary car. We all have our own interpretation of this message.

Location of House. The geographic location of a home in a community is a form of symbolization. The style and location of a home has different social status.

Geography of Living Spaces. You sitting behind your desk when interviewing a person has a different set of messages than if the two of you sit face to face with no intervening furniture.

The above forms of symbolic communication are just a few of the many signals that we are constantly sending and receiving. You do not interpret each one the same as the sender nor does everyone interpret the message that you intended to symbolize. Each of these are a real part of our communication. When we are talking and when we are not talking we are emitting passive symbolic signals.

VERBAL COMMUNICATIONS

The communications modes which we rely on most often to carry meaning from one person to another is the verbal mode. Everyone who has ever thought about it has come to the insight, however, that there are enormous difficulties, in sole reliance on this mode of communication. History as well as our everyday life is replete with examples of misunderstanding among people who are relying on words to carry meaning. Perhaps the most significant learning that will come out of this experience is that words themselves do not have meaning.

People have meaning, and words are simply tools that we use for trying to convey meaning that is idiosyncratic to one person into the idiosyncratic meaning system of the other person. One of the difficulties with words is that we attach to them different experiential and emotional connotations. Words are not always associated with similar experiences or similar feelings on the part of the listener and the speaker.

Other difficulties encountered in using the verbal mode include the use of jargon, the use of cliches, and the use of specialized vocabularies. It is often said that words have meaning in context; it can better be said that words only have meaning when they are associated with people in context.

It is not uncommon to observe people attempting to find the right words to say what they mean. There is a myth indicating there is a way to "say it right." If we extrapolate from this phenomena, it is easy to rationalize that there are some people who, instead of experiencing feelings and sensations, more often experience language: that is, the experience parameters are defined by the vocabularies and their articulateness.

People experience concretely, imagically, and abstractly during the time they are awake and attributing meaning to what they see, hear, feel, taste, touch, and say. Not all of these meanings can be carried from one person to another through the verbal mode alone.

NON-VERBAL COMMUNICATIONS

It has only been in the recent years that psychologists and people in the human potential movement have turned their attention to the non-verbal ways in which we share meaning with each other. This science of non-verbal communication is called kinesis. One's non-verbal communication or body language is usually involuntary, and the non-verbal signals that one emits are a more valid source of gleaning information than are the signals which are expressed verbally and symbolically.

There are a number of terms of body language which we should be acquainted with. They are:

Ambulation. This is the way one carries his body. Whether he swishes or stamps tells a great deal about who he is and how he is experiencing his environment.

Touching. This is perhaps one of the most powerful non-verbal forms. We communicate anger, interest, trust, tenderness, warmth, and a variety of other emotions very potently through touching. People differ in their willingness to touch and be touched. Some people give out non-verbal signals that say that they do not want to be touched. There are many taboos associated with this form of communication. The skin is the body's largest organ and through it we take in a variety of stimuli.

Posturing. How one postures the body when seated or standing constitutes a set of potential signals that may communicate how one is experiencing his environment. A person who folds his arms and legs is often said to be defensive. Sitting forward indicates interest. Leaning back in a chair can indicate a conference should end.

Tics. The involuntary nervous spasms of a body can be a key to one's being threatened. Some people stammer or jerk under threat. These mannerisms can be misinterpreted.

Subvocals. We say uh, uh, uh when we are trying to find a word. We say a lot of non-word things in order to carry meaning to another person. We hum, grunt, groan, and so on. Doctors seem to use subvocals regularly. These subvocal noises are not words, but they convey meaning.

Distancing. Each person is said to have a psychological space around him. If this space is invaded, he may become somewhat tense, alert, or jammed up. We tend to place distance between ourselves and others according to the kinds of relationships that we have and what our motives are toward each other. The behavior of distancing is certainly interpretable.

Gesturing. It is said if we tie a person's hands he couldn't talk. We carry a great deal of meaning between each other through gestures. Gestures do not mean the same thing to all people. For example, the A-OK, a circle formed by the thumb and the first forefinger, is considered obscene in some countries. We give emphasis to our words and we attempt to clarify our meaning through the use of gestures.

Vocalism. The emphasis we place on words changes the meaning of a sentence. Thus, the way we carry words vocally often determines the meaning that another person is likely to infer from our message.

SUMMARY

These three modes of communication are used by every person. Symbolic and non-verbal are continuous. A steady stream of symbolic signals is being emitted from us to other people. Our bodies, voluntarily and involuntarily, give out a continuous stream of messages to other people. These messages, of course, may be different from what we intend. There is also the possibility that our intentions are not highly correlated with our actual gut-level feeling. Our tongues may be saying one thing, our bodies saying another, and our symbols may be saying a third thing. True communications result when people share a common meaning of all three. If there is a consistency among modes that one is using to share meaning, then total communication is much more likely to occur.

The implications are clear. For communication to occur, there must be a two-way interchange of feelings, ideals, and values. One-way communication is highly inefficient in that there is no way to determine whether what is heard is what is intended. The office memo is a form of one-way communication which is perhaps the least effective medium for transmitting meaning. A second implication is that true communication to be experienced, it is necessary that there be a feedback process inherent in the communication effort. There needs to be a continuous flow back and forth among the people attempting to communicate -- sharing what they heard from each other. The third implication is that the individual person needs to become acutely aware of the range of signals which he is emitting at any given moment. He can learn that by soliciting feedback from the people with whom he is attempting to share meaning.

COMMUNICATION MODES

Symbolic	Non-Verbal	Verbal
Clothes	Ambulation	Words
Hair	Touching	
Jewelry	Eye Contact	
Cosmetics	Posturing	
Automobiles	Tics	
Location	Subvocals	
Homes	Distancing	
Style	Gesturing	
Geography	Vocalism	
	Expression	

STUDENT LEARNING ACTIVITY

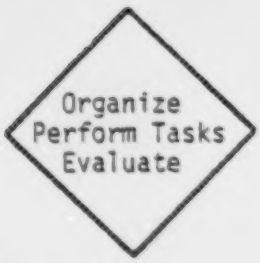
Module 5 Objective #2 → Develop an operational understanding of interpersonal communication.

Introductory Information:

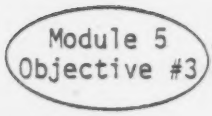
Communication is a continual process of sending, receiving, and interpreting messages. A vocational administrator needs to understand the frequently encountered problems of interpersonal communication. The goals of one party sending a message is to inform while the goal of another party is to persuade. These different goals are causes for road blocks in communication.

REQUIRED LEARNING ACTIVITY

1. View video tape package #VT5A and note the links for interpersonal communication.



STUDENT LEARNING ACTIVITY



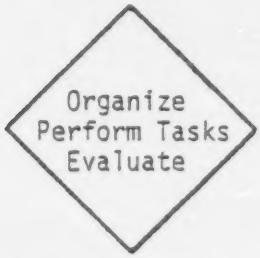
Develop and implement an effective communication system in your organization.

Introductory Information:

You have studied the three modes of communication. They are symbolic, verbal, and non-verbal. You have been able to stimulate these with the six links in the interpersonal communication cycle. You have practiced openness, listening, suspending judgment, feedback, consequence, and contact. As you become comfortable in using these skills, you will be ready to implement them into a communication system in your organization. The next lesson will give you several ideas as to how a communication system operates in an organization.

REQUIRED LEARNING ACTIVITY

1. View slide tape package #ST5A.



TERMS TO KNOW AND UNDERSTAND

COMMUNICATION -- Communication as "a process of giving and receiving facts, ideas, or feelings."

FORMAL COMMUNICATION SYSTEM -- System made up of those channels and media which have been consciously and deliberately established by the administrative unit to send and receive written communication.

LOCAL ADMINISTRATOR -- Any local school official recognized by the state vocational education division as being responsible for the management or direction of some part or all of a vocational education program and designated to be the recipient of formal communication from the state agency.

MORPHOGENIC SYSTEM -- System more oriented toward flexible, creative reorganization and response to environmental change.

MORPHOSTATIC SYSTEM -- System that is more oriented toward rigid maintenance of present organization and inflexible traditional patterns of response to environmental change.

PROCESS -- The actions or behaviors which transmit meaning from one individual or group to another individual or group.

COMMUNICATION INITIATOR -- Person responsible for initiating or sending any classification of communicating -- written, oral, etc.

ENCODE -- The process or technique of transmitting an idea into a communications media or network.

DECODE -- The process or technique the receiver of communication utilizes to diagnose and interpret the true meaning of the communication.

COMMUNICATION DISTRACTORS -- Are the components of communication which distract the true meaning of the intended communicated message.

COMMUNICATION ATTRACTORS -- Are the components of communication which re-enforce and clarify the true meaning of the intended communicated message.

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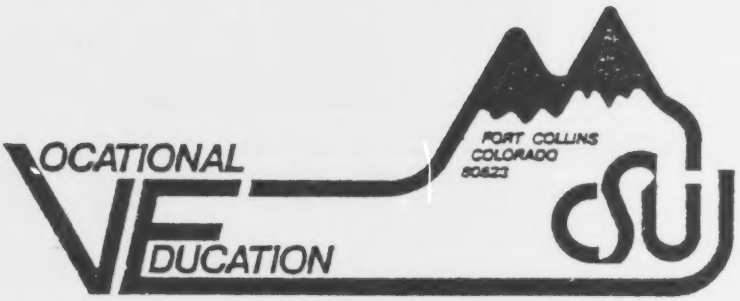


MODULE 6

PROFESSIONAL STAFF MANAGEMENT AND DEVELOPMENT

PROFESSIONAL DEVELOPMENT FOR VOCATIONAL ADMINISTRATORS

MODULE 6 -- PROFESSIONAL STAFF MANAGEMENT AND DEVELOPMENT

Purpose:

This module provides an introduction to the basic processes of developing a professional growth system.

Rationale:

To assure the continuous growth of the vocational staff and improvement of vocational instruction, planned activities must be provided.

Module Objective:

Upon satisfactory completion of this module, you will be able to develop a professional growth plan for your staff.

Specific Objectives:

In order to satisfactorily complete this module, you must be able to:

1. Explain the terms and basic concepts of professional growth
2. Develop a philosophy statement, a board policy statement, and objectives for a professional growth plan
3. Develop and implement a plan which will provide a staff needs assessment, activities necessary for continuous staff development, and an evaluation process
4. Identify sources for funding a professional development plan
5. Develop and implement a staff needs assessment procedure.

MATERIALS AND EQUIPMENT NEEDED:

1. Module 6
2. Video recorder and monitor
3. Cassette recorder
4. Slide projector and screen
5. References as listed

STUDENT LEARNING ACTIVITIES

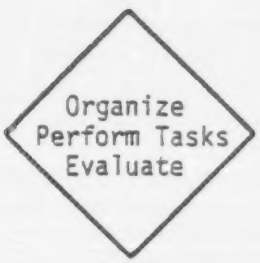
Module 6 Objective #1 → Explain the terms and basic concepts of professional growth.

Introductory Information:

One function of a personnel system is to provide professional growth development. Through this process the institution has assumed a part of the responsibility for aiding the new and established personnel to grow in professional competence. A well developed professional growth plan provides a humane approach to personnel services and helps to provide staff security and stability. The primary purpose of a professional growth plan is for the improvement of instruction. Professional growth programs can serve both certified and classified employees. This module will concentrate on a plan for vocational instructors.

REQUIRED LEARNING ACTIVITIES

1. Read Information Sheet #6A, and note the specific comments discussed.
2. Read: The Personnel Function in Educational Administration, Wm. B. Castetter, pp. 271-277.
3. Read: Personnel: A Diagnostic Approach, Wm. F. Glueck, pp. 259-265.



OPTIONAL LEARNING ACTIVITY:

1. Visit a school system with a professional growth plan.

PROCEED

INFORMATION SHEET #6A

Concepts of Professional Growth

INTRODUCTION

There are several definitions and concepts which need to be understood if you are going to develop a successful professional growth plan. These include: 1) personnel development, 2) need for personnel development, and 3) basic concepts.

The above items are the basis for developing a successful professional growth plan. Consider each one carefully. As you study them, begin developing your ideas for a plan which you can implement for your department.

PERSONNEL DEVELOPMENT

Personnel development is one of several functions in the personnel process designed to attract, retain, and improve the quality of staff members and achieve the goals of the vocational education department. Development of staff is critical to the security of every individual staff member, to the effectiveness of the staff member, and to the attainment of the department's mission. A professional development plan provides for improving the performance of vocational staff members from their initial employment to retirement through the use of planned activities administered by the school official responsible for vocational education. Professional growth plans enhance the delivery of long range plans for vocational education.

NEED FOR PERSONNEL DEVELOPMENT

With the ever-changing needs of business and industry as well as the need to improve teaching techniques and methods, a professional development plan will provide your staff with the

opportunity to become and remain professionally competent. There are differences in the extent and quality of pre-service education. Some vocational teachers do not have an educational degree, while others have one or more degrees beyond their baccalaureate work.

The total development needs of a vocational department, the improvement of specific knowledge, methods and skills, and development of each staff member for horizontal and vertical advancement are the rationale to develop and implement a professional development plan. As individuals with administrative potential are identified, they should be encouraged to prepare themselves to fulfill recurring vacancies.

The following hypothetical table was developed to illustrate a multiple method of identifying deficiencies and substantiating the need for a planned professional growth program.

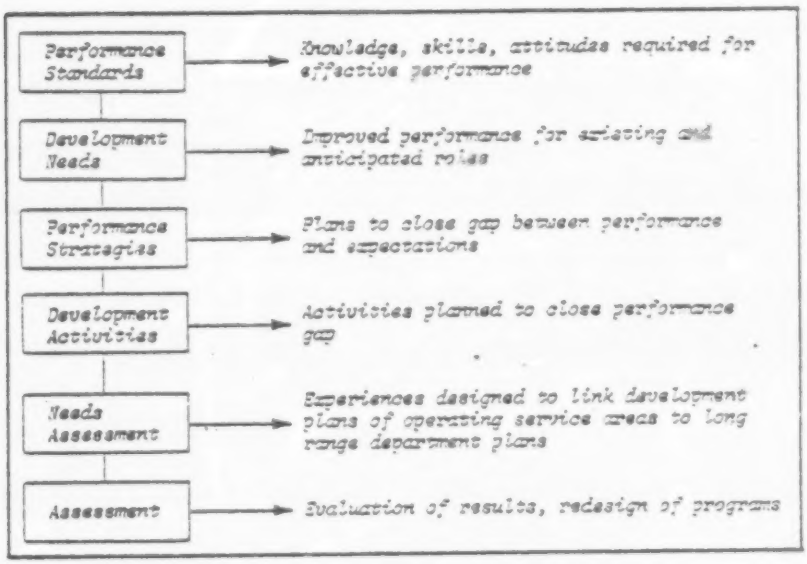
IDENTIFYING VOCATIONAL STAFF DEFICIENCIES

Deficiencies in Employee Performance, Procedures, or Systems	*Sources of Deficiency Information*							
	Personnel Process	*Individual Inventory*	*Evaluation*	*Recruitment Process*	*Selection Process*	*Development Process*	*Salary Schedule*	*Budgets*
Professional obsolescence of personnel	X		X					
Curricula obsolescence								
Employee shortages and surpluses	X	X		X		X	X	X
Individual performance problems			X					
Technological changes affecting performance		X						
Social changes affecting performance								
Changes in position requirement		X	X	X		X	X	
Ineffective departmental performance								
Problems in vertical mobility		X	X					
Problems in horizontal mobility		X	X					
Problems in motivation	X		X			X		

CONCEPTS OF PERSONNEL DEVELOPMENT

If you accept the assumption that staff development is a pervasive and continuing need essential to effective and efficient service, then your next consideration must be to understand the conceptual base on which professional growth plans are developed.

The following chart graphically illustrates these factors:


Performance Standards
Knowledge, skills, attitudes required for effective performance
Development Needs
Improved performance for existing and anticipated roles
Performance Strategies
Plans to close gap between performance and expectations
Development Activities
Activities planned to close performance gap
Needs Assessment
Experiences designed to link development plans of operating service areas to long range department plans
Assessment
Evaluation of results, redesign of programs

The following concepts are important in planning a personnel development program.

1. Individual effectiveness is increased through opportunities provided by the system to develop inherent capabilities.
2. Personnel development is a "womb to tomb" activity.
3. The system thinks of itself as a mini-university, providing development opportunities through a wide range of experiences, in various programs, for all of its members.
4. Programs are designed to provide opportunities for individuals to develop themselves.
5. The primary purpose of a development program is to enhance the school system's ability to attain its goals.

6. Development involves changing the behavior of individuals in such a way that they are able and willing to make effective contributions to the goals of vocational education.
7. The development program is aimed at meeting needs for individuals, service areas, and total departmental goals.
8. Vocational departments have a recurring need to attract, retain, and develop outstanding talent to fill each position.
9. The absence of funds in the school budget for personnel development does not mean that the district is saving money. Quite the contrary; personnel learn by formal and informal means, the workings of their positions, and unorganized and undirected learning generally results in unproductive individual performance.

SUMMARY

Through the use of planned activities, professional growth can be provided for the improvement of program operations and will involve every staff member. There are many reasons that your vocational department needs these activities. A few are up-grading manipulative skills, teaching methods, personal growth, long range program and departmental goals, and maintaining professional competencies.

To develop a plan, the following concepts should be understood: 1) performance standards, 2) development needs, 3) performance strategies, 4) development activities, 5) needs assessment, and 6) evaluation.

STUDENT LEARNING ACTIVITIES

Module 6 Objectives #2, #3, and #4

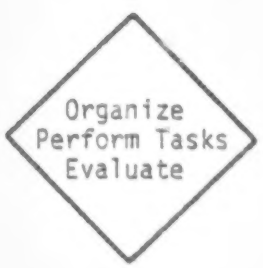
- Develop a philosophy statement, a board policy statement, and objectives for a professional growth plan.
- Develop and implement a plan which will provide a staff needs assessment, activities necessary for continuous staff development, and an evaluation process.
- Identify sources for funding a professional development plan.

Introductory Information:

It is important to have commitment from a governing body to successfully implement an important plan. You should understand the process of securing this commitment.

REQUIRED LEARNING ACTIVITIES

1. View slide-tape package #ST6A and note the sequence in developing a professional growth plan.
2. Read Information Sheet #6B.
3. Read: The Personnel Function in Educational Administration, Wm. B. Castetter, pp. 277-289.
4. Read: Personnel: A Diagnostic Approach, Wm. F. Glueck, pp. 265-272.



OPTIONAL LEARNING ACTIVITIES:

1. Visit a school system with a professional growth program.
2. Review your school's policy handbook.

INFORMATION SHEET #6B

PERT CHART FOR THE PROFESSIONAL STAFF MANAGEMENT AND DEVELOPMENT THROUGH IN-SERVICE EDUCATION

PROCEED

Activities

S. Begin activities.
1. Determine the organizational structure for in-service education.
2. Determine philosophy, goals, purposes, and policies.
3. Determine teacher and student needs.
4. Write objectives for the in-service education program.
5. Begin planning for program implementation.
6. Determine resources required.
7. Define priorities.
8. Specify alternatives.
9. Identify strategies.
10. Review planning.
11. Identify possible activities.
12. Begin identification of constraints.
13. Determine time needed.
14. Anticipate sources of teacher apathy.
15. Define limitation of resources.
16. Locate consultants needed.
17. Begin investigation of locations for in-service education.
18. Determine possible work experience stations.
19. Determine institution (in-house) resources available.
20. Identify suitable University courses.
21. Review previous procedures.
22. Assess the degree of expected outcomes.
23. Begin summative evaluation.
24. Identify all resources required.
25. Identify positive changes.
26. Perform cost-benefit analysis.
27. List professional improvements.
28. List program improvements.
29. Identify the change processes.
30. Perform external and internal evaluation.
31. Perform a critical review and analysis.
32. Determine program's future direction.
33. End - Objectives fulfilled.

STUDENT LEARNING ACTIVITIES

Module 6 Objective #5 → Develop and implement a staff needs assessment procedure.

Introductory Information:

If the overall professional growth plan is going to serve the needs of the vocational staff, a systematic method must be established to determine the instructor's needs. The video tape will give you several ways to determine personnel needs.

REQUIRED LEARNING ACTIVITIES

1. View video tape package #VT6A.
2. Read: Glueck, William F. Personnel: A Diagnostic Approach. Dallas: Business Publications Inc., 1974.

OPTIONAL LEARNING ACTIVITIES:

1. Read: Bright, William E. "How One Company Manages Its Human Resources." Harvard Business Review. Vol. 54, No. 1, January, 1975.
2. Colorado State Plan for Vocational Education.
3. Local Administrators' Handbook.

TERMS TO KNOW AND UNDERSTAND

DIRECTOR OF PERSONNEL -- This individual is directly responsible to the Executive Officer for the overall manpower planning, recruitment, personnel service, personnel evaluation, personnel development, and all other personnel functions which are directly related with school personnel.

MANPOWER PLANNING -- Manpower planning consists of those functions which go into dealing with personnel such as:

(1) How many people does the school system need to carry out its responsibilities effectively now and in the future?
(2) What types of personnel are needed now and in the future?
(3) What standards should be used for the employment of personnel?
(4) What kinds of plans are needed to ensure that the school district secures a variety of competent personnel needed to fulfill its mission?

INDUCTION OF PERSONNEL -- The induction process is needed in the educational setting to assist newly appointed personnel to adjust to the community. It is the process by which an educational institution inducts its appointees into the system.

APPRAISAL OF PERSONNEL -- The purposes of the appraisal process are to determine whether the individual should be retained in the school system on a permanent basis, to determine if the individual is performing his assigned tasks effectively, and as a guide for further growth and development of the individual.

DEVELOPMENT OF PERSONNEL -- This term refers to the provisions made by the institution to provide for improving the performance of its personnel throughout the entire tenure of their office. This activity applies to all professional or non-professional personnel.

CONTINUITY OF PERSONNEL SERVICE -- These are those organizational provisions which are designed to retain personnel and to foster continuity of personnel service over a period of time.

SECURITY OF PERSONNEL -- This can be best defined as those elements which foster a sense of security in members of the staff. These consist of board policies and guidelines covering tenure, retirement, social security, grievance procedures, and academic freedom. Second are those things which cannot result from actions by the institution, such as self-confidence, a sense of security, and are not easily quantified.

COLLECTIVE NEGOTIATIONS -- This can be defined as a process in which representatives of the school district meet with members of the representative group from the school personnel and jointly negotiate an agreement mutually beneficial to both parties.

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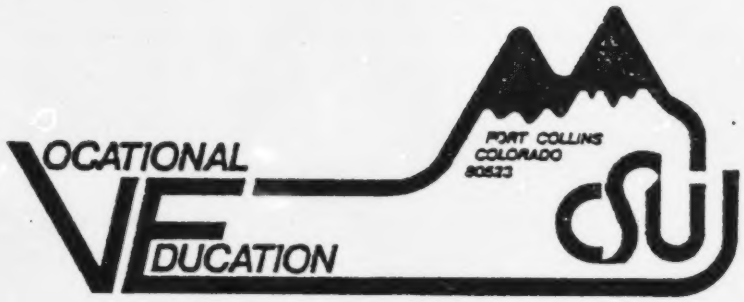


MODULE 7

LEADERSHIP STYLES AND DEVELOPMENT

PROFESSIONAL DEVELOPMENT FOR VOCATIONAL ADMINISTRATORS

MODULE 7 -- LEADERSHIP STYLES AND DEVELOPMENT

Purpose:

This module provides an introduction to leadership styles from which you can develop skills that are necessary in today's management roles.

Rationale:

It is important that we consider leadership as a skill, because a skill is something we can learn. There is not one right leadership style. Considering each situation and the needs of the group you are involved with, you must select a style that is appropriate for the circumstances. To be an effective vocational administrator, you need to be able to wear the appropriate "leadership hat" and use the appropriate leadership skills professionally.

Module Objective:

Upon satisfactory completion of this module, you will be able to operate more effectively as a vocational administrator.

Specific Objectives:

In order to satisfactorily complete this module, you must be able to:

1. Develop skills in the functional aspects of leadership
2. Develop skills in using five styles of leadership
3. Develop an operational knowledge of contemporary educational leadership skills.

MATERIALS AND EQUIPMENT NEEDED:

1. Module 7
2. Video recorder and monitor
3. Cassette recorder
4. Slide projector and screen
5. References as listed

STUDENT LEARNING ACTIVITY

START

Module 7 Objective #1 → Develop skills in the functional aspects of leadership.

Introductory Information:

Vocational administrators are leaders in their everyday activities of operating programs. Each may improve their understanding and skills of leadership to function more effectively. Remember, whenever there are two or more people together a leader will surface. To obtain your everyday goals, you need to understand the functional approaches to leadership.

Caution

REQUIRED LEARNING ACTIVITY

1. Read Information Sheet #7A.

Organize
Perform Tasks
Evaluate

PROCEED

INFORMATION SHEET #7A

FUNCTIONAL ASPECTS OF LEADERSHIP

INTRODUCTION

The trait theory of leadership has existed for many years. The physical traits of height, weight, health, and appearance seemed to indicate leadership ability. Intelligence, self-confidence, socialability, strong will power, dominance, and surgency were also thought to be indicators of leadership. Conclusions in the research study of "Great Men Traits" indicated the trait theory was not a significant factor in successful leaders. It has been discovered that the functional aspects of leadership are significant indicators of successful leaders.

Leadership can be defined as any action that influences a group to move toward its defined goals regardless of the person that serves as the leader. Leadership functions encompass creative and critical thinking. Groups ideas are encouraged. New ideas are sought after and reviewed. Barriers are identified and positive ways are determined for overcoming obstacles. Leadership provides procedural guidance for the group. It is important to recognize that others can help a group obtain its goals. Delegation of duties to others is another leadership function.

"HEADSHIP" AND "LEADERSHIP"

Headship is instituted and maintained through an organizational system within an institution. A person is delegated the duties of a position and becomes the head of many groups and activities. His position, interests, and superordinates' desires influence his methods of working with groups.

It is important that an administrator realizes that he is automatically in a headship role. It is necessary to understand the differences between headship and leadership. The following illustrates these differences:

Headship	Leadership
1. Is instituted and carried out in an organized system.	1. Is spontaneous. Any one of a group may become the leader.
2. Personal and institution goal orientated. His interests are not always the group's goals.	2. Interested in group goals, not those of only one person.
3. No feeling of working together toward a common goal.	3. Everyone works together.
4. Social distance is maintained between head and followers; serves to let head lead the group.	4. Leader is just another member of the group; no distance is necessary. The leader emerges out of the group.
5. Derives his authority from elsewhere. Hierarchy structure or bylaws of club, etc.	5. Derives his authority from the group. Spontaneous, given to him from his followers.
6. Business executive can reward or punish.	6. Democratic.

It is necessary to emphasize that one or the other -- headship or leadership -- must not be judged as "good" or "bad." Through the use of good communication skills, trust, and the understanding of the differences, an administrator will be able to be either or both as specific occasions dictate.

CLASSIFICATIONS

There are several classifications of leaders. The persuasive leader has frequent contacts with his followers and can influence the group. The dominant leader will not have as much contact with his group as a persuasive leader. However, he is able to make effective and efficient impact on the group as to be designated their leader. A third classification is known as the expert. The expert leader has little or no contact with groups but are designated as the leader because of their expertise in a particular area. Examples of this are authors of textbooks or a columnist.

There are many classifications of leadership styles; authoritarian, strict, democratic, permissive, and leaderless are a few. You will learn about five more specific leadership styles in the slide-tape series included in this module. It is important to develop skills of every style of leadership and be able to use the appropriate skill as the occasion dictates. Styles of leadership must fit the needs of the group, the follower's characteristics, and the goals to be accomplished.

SELECTION

Leaders usually emerge from a group. Depending upon the topic a group is resolving, different group members will become the leader. There is also self-appointed leaders who assert themselves to be the leader on every occasion. Many times the followers appoint a leader to get started on a project. There are times when this method does not work as well as letting the real leader emerge. Another method of selecting the leader is by an outside authority. This usually establishes a headship rather than a leader. Selection of leaders is also affected by academic levels, executive positions, and artistic or significant talents which an individual is really "looked up" to for their specific ability.

FUNCTIONS

Two functions which an administrator needs to understand and be able to use effectively are task and socio-emotional. The task function includes knowing the job to be accomplished, giving examples, clarifies issues, summarizes periodically, and draws conclusions. The socio-emotional function maintains interpersonal relations of the group, plans ways to help group, arbitrates disputes, provides encouragement, and gives the minority an opportunity to express their total views. Both of these functions are important and needed to keep the group going. Both of these functions can be learned and used with appropriate occasions.

EFFECTIVENESS

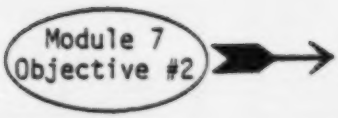
There are many things which effect leadership effectiveness. The following are a few of the common factors which can help you as a leader:

Democratic - encourages maximum participation, slow.
Authoritarian - needed in emergencies, quick prompt, and decisive.
Time Available - more discussion, more alternatives, better explanations, or visa versa.
Consequence of Decision - consider all ramifications, who will be effected, long term factors.
Group Composition - age, experience, types of members, representation of members, intelligence, personalities, hidden agendas.
Culture - German's respect authoritarian, Japanese lassi-faire.
Membership Expectations - want to participate, desire to gain full benefit from decision, or "I don't care."
Creative Thinking - contributes new ideas, stimulates original thought amongst group.
Critical Thinking - evaluates all ideas, asks questions, evaluates groups and sub-group ideas, makes the abstract concrete, and cleans up the unclear ideas.
Procedural Matters - agenda, initiate discussion, arrange room, notify members, clarifies problem, summarizes, verbalizes consensus by stating exactly what has been said.
Interpersonal Relations - regulates participation, controls over-talkative, involves non-participating members, maintains warm and friendly climate, no fear of punishment, open communications, encourages the group to uncover problems which may hinder group progress.
Barriers - overcome feelings of inadequacies, hostility to headship or leadership, ego centered traits, devaluation of one another's worth, criticism, etc.
Communications - listening, conveying acceptance, linking ideas and feeling.
Emotions - give assurance of threatening circumstances, don't make ideal promises, provide retense of emotions.

CONCLUSION

In conclusion we can see that it is not which leadership style or type is best; it is when is each best used. Your understanding of your role as an administrator, its affects on you being a headship, and your ability to operate effectively as a leader will help you in the interpersonal relations with staff, other administrators, and business and industry leaders. Understand how leaders surface, their functions, and the many factors that effect your leadership ability. In your day to day operations, practice these skills until they are part of your unconscious everyday behavior.

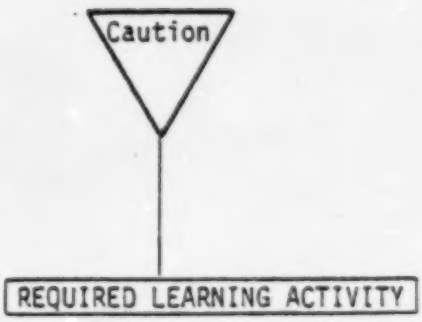
STUDENT LEARNING ACTIVITY



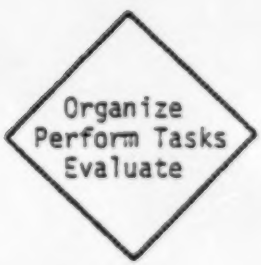
Develop skills in using five styles of leadership.

Introductory Information:

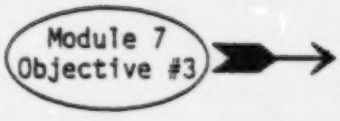
Vocational administrators need to recognize and be able to use several leadership styles. The ability to adjust one's leadership style to the situation enhances the efficiency and effectiveness in obtaining goals. In the following instructional unit, you will study five leadership styles and the characteristics of each.



1. View slide-tape package #ST7A.



STUDENT LEARNING ACTIVITY



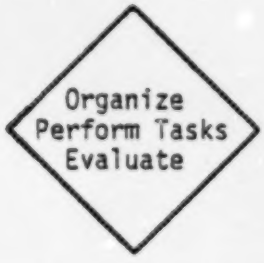
Develop an operational knowledge of contemporary educational leadership skills.

Introductory Information:

In a changing society, vocational administrators face many problems which require contemporary leadership ability to resolve. With racial conflict, sex bias, negotiated agreements, and new legislation mandating social change in vocational education, it is necessary for you to self-evaluate your leadership ability. Consider the use of the power of persuasion, the need to lead as an equal, the gift of judgment, management systems, and high ethical standards as your tools. The following video tape will help you understand contemporary leadership development.

REQUIRED LEARNING ACTIVITY

1. View video tape package #VT7A.



TERMS TO KNOW AND UNDERSTAND

ADMINISTRATION -- Is the management of the affairs of the organization in accordance with the policies and regulations established by some higher authority and includes programming, planning, distribution of resources required to coordinate the functions required to meet individual and organizational goals and objectives.

BASIC RESEARCH -- The type of research activity, primarily directed to the development and evaluation of theory, in which immediate applicability of findings is not a major concern. This type of research activity is primarily concerned with the discovery of new knowledge.

BUDGETING -- Is the process of systematically relating the educational program in terms of the resources required to implement and conduct the program according to a specific plan.

CENTRAL ADMINISTRATION FOR ENTIRE SCHOOL SYSTEM -- Administration of curriculum and instruction centralized for the entire school system.

COMMUNICATIONS NETWORK -- Is a deliberately planned network designed to facilitate the flow of information and data vertically and horizontally to and through all components associated with the organization.

CONSULTANT COMMITTEE -- Is defined as a group of individuals outside the educational profession selected from the community, state, or region to advise educators relative to planning, implementing, and evaluating the educational program.

CONTROL -- The type of governmental agency or other agency having primary legal control of a school system or school.

CREATIVITY -- Enhanced performance in original and self-expressive behavior.

CRITICAL JUDGMENT -- Greater ability to evaluate an idea, situation, or body of information in terms of meaningful objective and subjective criteria.

EDUCATIONAL MODEL -- Is a pictorial or symbolic representation for the flow of activities and events required to accomplish predetermined goals or objectives and designed to indicate chronologically their impact on the educational establishment.

EDUCATIONAL SYSTEM -- Is designed to collect, compile, and systematically program data from several subsystems and is organized into one major system to facilitate data processing required for accounting, auditing, planning, management control, evaluation, and operation control for the organization.

EXPERIENCE IN SERVICE TO OTHERS -- Greater familiarity with the satisfactions, rewards, and problems of providing service to others.

LEADERSHIP -- Is the process of serving as change agency through planning and concurrently establishing goals, objectives, structures, assignment of tasks and distribution of management responsibilities to satisfy needs of the organization. The individual and the process is somewhat disruptive of existing structures and involves planning for and the securing of the various resources required to provide a dynamic and responsive organization to the environment and individuals it serves.

MANAGEMENT -- Is the method by which goals, objectives, purposes, and programs are planned and implemented with due consideration for cost and benefits accrued by the participants in the organization and the influence on the external environment.

MORAL AND ETHICAL VALUES -- Greater adherence to the principles of morality and the ethics implicit in the highest American ideals. For nonpublic schools, there may be additional spiritual values sought as outcomes of instruction.

OCCUPATIONAL EDUCATION -- Is a generic term which includes pre-vocational or pre-technical education, vocational, technical programs, and practical arts education which prepares youth and adults for the world of work.

PHILOSOPHY OF THE SCHOOL -- The officially adopted statement expressing the ideals the school attempts to realize in its practices.

PLANNING -- Is the systematic procedure for establishing goals, objectives, purposes, and identifying specific alternatives, strategies, and priorities to achieve organizational objectives.

PROGRAMMING -- Is the process of technique for identifying, assembling, and allocating the necessary resources required to attain institutional objectives.

PUBLIC CONTROL -- Situations in which the program of a school system or school is under the control of a public agency, is supported primarily by public funds, and is operated by publicly elected or appointed school officials. Among types of governmental agencies having legal control of school systems and schools are the local education agency (sometimes referred to as the local basic administrative unit or local public school district), the city or municipal government, township government, county government, state government, and federal government.

STATE ADVISORY COUNCIL -- Is defined as a board or council organized to advise the state board on the development and administration of vocational programs as per the state plan, concurrently evaluating services and programs for vocational education. Prepare an annual report to the state board relative to the present status of vocational education and makes recommendation changes.

STATE EDUCATION AGENCY -- Staff members of an organization established by State law to carry out specified educational responsibilities of the State.

SUBSYSTEMS -- Is the smallest component unit or activity which contributes to and directly influences the development of a total system derived from analysis to determine input and implications of the component (subsystem) to the total system.

SUPERVISION -- Consists of those activities and resources identified as being involved directly or indirectly with the improvement of the instructional program.

SYSTEMS ANALYST -- Is an individual responsible for designing and conducting an in-depth research program and systematically makes an analysis of the variables and determines the relationships which influence the operation and expected outcomes from the organization.

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